

# THE HIGH HOUSE

Vol. 11, No. 4

The Foundation of the House of the Future  
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# JUNIOR HIGH CLEARING HOUSE

LEXINGTON, PENNSYLVANIA

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Memberships taken anytime during the year and include all eight bulletins as long as all back numbers are available, otherwise at the rate of 50¢ per bulletin for the remaining available copies.

We invite into membership

Everyone who cares what happens to children

in the High School

# THE JUNIOR HIGH CLEARING HOUSE

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Volume III

OCTOBER, 1928

Number 4

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SPECIAL FEATURES THIS MONTH—Addresses from Washington University, St. Louis, Conference; History and Civics Texts; Denver, Colorado, Advisory Plan.

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SPECIAL FEATURES NEXT MONTH—Mainly a Pennsylvania Number. (Crowded out of Number Four.)

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**S. O. ROREM, MANAGER AND EDITOR**  
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# The Junior High Clearing House

With Bulletin Four, this issue, goes an editorial expression of appreciation which is in part a "Thank you" for services rendered by our Junior High School leaders over the United States.

One university instructor has just requested one hundred new circulars to distribute to students and friends. Another has taken up fifty memberships in order to supply one membership to each pair of students in his Junior High School courses. Another has asked his extension students to use this series of bulletins as a collateral text book. One university instructor carries six copies of each bulletin with him to his extension classes in neighboring cities.

This places a responsibility upon our contributors to keep up the splendid pace we have begun.

The Junior High Clearing House III already has doubled the paid membership list of previous Volumes. Due to the limited number of copies printed of the bulletins two and three, only three hundred complete sets can be furnished to new members. Pass the word to your friends. The Denver Advisory Plan is easily worth the full cost of the eight bulletins.

From present indications, a ninth and tenth bulletin may be added to the series without cost to members. These numbers will probably be completely filled with the proceedings of Junior High School Conferences held during 1928-1929.

## HISTORY AND CIVICS IN THE JUNIOR HIGH SCHOOL

This list of History and Civics books is supplied without cost to publishing companies as a service to our readers. We shall be pleased to know of any worthy books which may have been omitted. Mathematics and English books appeared in Bulletins Two and Three.

Other lists will be published as follows:

Science and Geography.....	Bulletin Five
Commercial, Industrial.....	Bulletin Six
Other Subjects.....	Bulletin Seven
Professional Books.....	Bulletin Eight

<b>Allyn &amp; Bacon, New York City. List.</b>	
The Story of Our Country, 7-8, West and West .....	\$1.80
Elementary Community Civics (Revised), 7-8, R. O. Hughes .....	1.20
Textbook in Citizenship (Revised), 7-8, R. O. Hughes .....	1.60
European Beginnings, West and West, (Price not given.) .....	
<b>American Book Co., New York City. List.</b>	
United States: Its Past and Present, 7-8, Elson .....	1.60
Modern Times and the Living Past, Part I, 8, Elson .....	1.32
Everyday Civics, 8, Finch.....	1.20
History of Country, 7-8, Halleck.....	1.60
Constitution of Our Country, 7-8, Rexford-Carson .....	.76
<b>D. Appleton &amp; Co., New York City. List.</b>	
Economic and Social History of the United States, 9, Lippincott and Tucker .....	2.00
Our Heritage From the Old World, 8, Greenwood .....	1.25
The United States, 8, Howard and Brown .....	1.50
<b>Bobbs-Merrill Co., Indianapolis, Ind. List.</b>	
Our Country's History, Haworth and Garner .....	1.56
<b>The Century Co., New York City. List.</b>	
History of the United States, 7-8, Forman .....	1.60
Century Readings in U. S. History. Edited by Barstow, 6 volumes, each.....	.85
<b>E. P. Dutton Co., New York City. List.</b>	
A Primer of Citizenship, Mrs. Reginald de Koven .....	1.50

<b>Ginn and Co., Boston, Mass. List</b>		<b>Citizenship Through Problems, 9, Ed-</b>	
<b>Essentials of American History, 8-9,</b>		<b>monson-Dondineau</b>	<b>1.60</b>
Lawler	1.40	<b>History of The American People, 7-8,</b>	
<b>America, A History of Our Country, 7-8,</b>		<b>Beard and Bagley:—</b>	
Long	1.64	Part I	1.20
<b>Leading Facts of American History, 7-8,</b>		Part II	1.00
Montgomery	1.48	<b>Study—Guide Tests in American History,</b>	
<b>History of Europe, Ancient and Medieval,</b>		<b>Stormzand:—</b>	
9, Robinson and Breasted	1.96	Part I, 7	.40
<b>Our World Today and Yesterday, 9, Robin-</b>		Part II, 8	.40
<b>son, Smith and Breasted</b>	<b>2.12</b>	<b>Noble and Noble, New York City. List.</b>	
<b>School History of the United States, 7-8,</b>		<b>A short course in American Civics, Frad-</b>	
Stephenson and Stephenson	1.60	<b>enburgh</b>	<b>1.35</b>
<b>The American People and Nation, 7-8,</b>		<b>A School History of the United States,</b>	
Tryon and Lingley	1.72	Thorpe	1.32
<b>My Country, 7-8, Turkington</b>	<b>1.08</b>	<b>Rand McNally Co., Chicago. List.</b>	
<b>Community Civics, 9, Turkington</b>	<b>1.40</b>	<b>New Social Civics, Phillips-Newlon</b>	<b>1.50</b>
<b>Helps for the Study of Our Constitution,</b>		<b>Historical Readings</b>	<b>1.25</b>
<b>8-9, Turkington</b>	<b>.40</b>	<b>Regents Pub. Co., New York City. List.</b>	
<b>D. C. Heath and Co., Boston. List</b>		<b>The Blue Book of History, 7-8, Fichlander</b>	<b>.50</b>
<b>History of the United States (Revised),</b>		<b>The Blue Book of Civics, 7-8, Fichlander..</b>	<b>.50</b>
7-8, Bourne and Benton	1.08	<b>Ancient and Medieval History, 9, Gray</b>	<b>.50</b>
<b>Community Civics for City Schools, 7-8,</b>		<b>Row, Peterson Co., Evanston, Ill. List.</b>	
Dunn (Revised)	price not stated	<b>The New Liberty, 7, Terry</b>	<b>.96</b>
<b>America in the making, 7-8, Chadsey-</b>		<b>The Modern World, 8, Terry</b>	<b>.96</b>
<b>Weinberg-Miller:</b>		<b>The Growth of a Nation, 7-8, Barker,</b>	
Book I	1.44	Webb, Dodd	(price not stated)
Book II	1.44	<b>Benj. Sanborn and Co., Chicago. List</b>	
<b>Harcourt, Brace and Co., New York City.</b>		<b>Essential Facts of American History, 7-8,</b>	
<b>List.</b>		<b>Evans</b>	
<b>Citizenship: A Textbook in Community</b>		<b>The Pursuit of Happiness, 8, Manley</b>	
<b>Civics, 8-9, Levis</b>	<b>1.60</b>	(not priced)	
<b>Henry Holt and Co., New York City. List</b>		<b>Scott, Foresman and Co., Chicago. List.</b>	
<b>The Nation's History, 7-8, Leonard and</b>		<b>Our Constitution: Its Story—Its Meaning</b>	
<b>Jacobs.</b>		<b>—Its Use, 7-8, Cloud</b>	<b>.80</b>
<b>Houghton Mifflin Co., New York City. List</b>		<b>Charles Scribner's Sons, New York. List</b>	
<b>The History of the U. S., 7-8, Thwaites</b>		<b>History of the United States, 7-8, Gordy</b>	<b>1.60</b>
<b>and Kendall</b>	<b>1.60</b>	<b>What Europe Gave to America, 7, Coulomb</b>	<b>1.20</b>
<b>Good Citizen, 8-9, Hepner and Hepner</b>	<b>1.40</b>	<b>University of Chicago Press, Chicago. List</b>	
<b>Iroquois Pub. Co., Syracuse, N. Y. List</b>		<b>A New Approach to American History,</b>	
<b>A Students Guide in American History,</b>		<b>Students' Guide Sheets, Bailey</b>	<b>1.50</b>
7-8, Reed	.48	<b>University Pub. Co., Lincoln, Neb. List</b>	
<b>A Students Study-Guide in United States</b>		<b>American Citizenship Practice, Harman,</b>	
<b>History, 7</b>	<b>.48</b>	<b>Tucker, Wrench</b>	<b>1.75</b>
<b>J. B. Lippincott Co., Philadelphia. List</b>		<b>John C. Winston Co., Philadelphia. List</b>	
<b>The American Government (Revised), 7-9,</b>		<b>Our Community, 7-9, Ziegler and Jaquette</b>	<b>.90</b>
Haskin	1.50	<b>Our Community Life, 7-9, King and Bar-</b>	
<b>Longmans, Green &amp; Co., New York.</b>		<b>nard</b>	<b>1.48</b>
<b>The American Community, 8, Woodburn</b>		<b>The Ten Dreams of Zach Peters, 7-8,</b>	
<b>and Moran</b>	<b>1.48</b>	<b>Hagedorn</b>	<b>.88</b>
<b>Introduction to American History, 7-9,</b>		<b>The Making of Our Country, 7-8, Burn-</b>	
Woodburn and Moran	1.12	<b>ham</b>	<b>1.68</b>
<b>Elementary American History and Gov-</b>		<b>History of the United States for Schools,</b>	
<b>ernment, 7-8, Woodburn and Moran</b>	<b>1.56</b>	<b>7-8, Burnham and Boyd</b>	<b>1.68</b>
<b>Active Citizenship, Woodburn and Moran</b>		<b>World Book Co., Yonkers, N. Y. List.</b>	
(not stated)		<b>School History of the American People,</b>	
<b>Lyons and Carnahan, Chicago. List.</b>		<b>6-8, Robbins</b>	<b>1.72</b>
<b>From Columbus to Lincoln, Logie</b>	<b>.88</b>	<b>Directed History Study, Sheck-Orton:—</b>	
<b>From Lincoln to Coolidge, Logie</b>	<b>.96</b>	<b>Book II, 7</b>	<b>.56</b>
<b>McMillan Co., New York City. List.</b>		<b>Book III, 8</b>	<b>.56</b>
<b>The Story of Human Progress, 7, Mar-</b>		<b>The American Spirit, 7-8, Monroe-Miller</b>	<b>1.20</b>
<b>shall</b>	<b>1.48</b>	<b>Loyal Citizenship, 8, Reed</b>	<b>1.00</b>
<b>Readings in the Story of Human Progress,</b>		<b>Silver, Burdette Co., New York City. List</b>	
<b>7, Marshall</b>	<b>1.80</b>	<b>Our United States, 7-8, Guiteau</b>	<b>1.68</b>
<b>Conduct and Citizenship, 8, Broome-Adams</b>	<b>1.20</b>	<b>How the People Rule, 7, Hoxie</b>	<b>.84</b>

**PROPITIOUS ENVIRONMENT IN THE NEW SCHOOL**

ARTHUR M. SEYBOLD, PRIN. THOMAS JEFFERSON JUNIOR HIGH, CLEVELAND, OHIO

"The last term of our Junior High School is finished and we do not want to leave our school," said a number of the most talented students of a graduating class to me this spring. "We have been looking forward to this day for three years, and now that the time for graduation has come, we don't want to leave."

"I like to hear you say this," I answered, more pleased than they could know, "nothing is more pleasant to a school-man than to read evident appreciation in the hearts of his children. I hope that we have been worthy of your loyalty. I do want you to remember our traditions, and to cherish the ideals which have seemed most potent and most applicable to your own lives. Of course, you can't remain here always. Life is full of endings, and these are usually followed by interesting beginnings. Your high school life will give you new loyalties and new ideals. Cherish them, seek them just as ardently and just as enthusiastically as you have sought the best in our institution."

"Oh we shall do that," they replied. "And we shall drop in often and tell you all about our high schools. But we do hate to leave, and we just wanted to tell you about it."

They lingered in the office for a few minutes, bashfully attempting to think of other words to say, but adequate expression seemed to remain locked up in their timidly tense emotions. Ah, I knew the cause of this new sadness which had depressed their youthful spirits at a time when joy, only, had been anticipated. They had approached a cross-road and did not wish to leave the path which was pleasant and which

was familiar. Every effort had been directed toward making the transition between the junior high and the senior high school as easy and as natural as possible, but, whether we had purposed it or not, bonds of friendship were established, and these ties had to be broken. Each graduating class faces the same painful perplexity, each group eagerly yearns for the adventure of the high school, counts the days until vacation, will give a respite from manifold activities, and then, when the final semester has closed, most of the students who have done distinctive work become suddenly aware that they now have to leave the very tasks in which they were living strenuously dynamic lives. And this pathetic yearning for the perpetuity of their pleasant environment grows into an indescribable longing, a longing which is far deeper than a passing regret.

....  
"My child will never be as happy in another school as he has been here," declared a mother one night at a class party.

"Other fathers and mothers have expressed the same fear," I assured her truthfully. "You over-emphasize the importance of our influence. The future should be more important in all life."

"I know, I know what you would say," the mother insisted. "But you don't understand."

"Pardon me if I do not seem sympathetic," I interposed, "I have been teaching for a number of years, and I have observed this situation more than once. The children who do creative work in junior high school pass on to high school and there find opportunity

for the same type of achievement. The same fathers and mothers come to me later, and they are just as enthusiastic about the high school."

"I am so glad to hear this," asserted the eager parent, "it must be so or you would not tell me this. We are, indeed, so thankful for the well-rounded growth of our child that we do not wish to discontinue the progress so evidently successful. Why are our children so happy? How do you do it?"

"We do not always do it, that is for all boys and girls," I was compelled to admit. "Many students leave us with no past awakenings, with but few lasting, vitalized experiences. These students have no regrets. They are glad to be free of our prison walls."

"Yes, I know," returned the mother, "but do these children ever awaken?"

"Perhaps. Yes, many do, and again many never approach what you and I might term the glowing edge of life."

"But you have not answered my question," insisted the sympathetic patron. "How do you manage to appeal so vitally to those who do want to do things?"

"Our propitious environment," I answered with pleasure, "our propitious environment takes care of this."

"Oh, that is why our boys and girls work so hard. The surroundings make them desire work," added the mother.

"That is it. That is our secret," I smiled. A propitious environment is all important in any modern school. We try to make the institution attractive and stimulating, conducive to interesting work on the growing edge of a creative life."

"I understand, your school has explained the program to me," exclaimed the mother, "I can read it in the growing spirit of my child."

This conversation gave me great satisfaction. I had felt the reflex of my dreams. I had witnessed the results of my idealized educational program in resultant human behavior. But all parents are not as easily converted to our point of view as this mother. In fact, I am frequently compelled to fight for the right to maintain the influences which I know should prevail in my school. Not long ago I had a lengthy discussion over this point with two of our influential patrons, a minister and a chemist.

"I tell you," I proclaimed ardently to them, "a propitious environment is all important in the new school. It is not bunk as you have said. You are not aware of the fact that school programs have changed a great deal in the last ten years. There was a time when we gave intricate instruction in the acquisition of facts and skills. There were many truths which every child must know, and these truths were given in catechism and proverb, committed to memory and poured into pacific minds willy-nilly in many an endless hodge-podge of catalogued facts. And there were many habits which every student must acquire. And these habits and skills, useful as time had proved them to be, were marred with endless programs of tedious drills and lifeless rote lessons. And there were many reasoning processes which had to be mastered. So the mill buzzed. In the whirl of things, these truths, these habits and skills, and these reasoning processes were imposed, poured in, impelled, forced, driven, directed by any means which seemed to reach immediate results."

"But were not these processes good?" asked the chemist in tones which seemed to question the justice of my



criticism. "These facts and skills have been of inestimable value to us in the years that have passed."

"Certainly," I continued, "I do not wish to decry these values and these attainments. But I have often wondered as I have worked with my children in the treadmill of learning whether or not we have overlooked values just as important as those which have held us to our rigid programs of learning."

"You began with an exposition of a propitious environment," insisted the minister, who holds an innate love of unity in any discussion. "What connection have these so-called subtle values with the new school?"

"They have everything to do with the new school," I continued, "in fact, the emphasis which is now placed upon these values marks the difference between the new and the old attitude. We now stress the interests and the appreciations of children. We accent the hidden values which have always thrilled the soul of man, and with these we build a program which makes them develop and expand in life situations. School lessons are rapidly evolving into a series of creative adventures."

"This will waste time," ventured the minister. "I am willing to admit that my child has accomplished far more than I when I attended school. But these romantic adventures seem to me to have a danger which you overlook. You may ramble too far afield. There is so much which we all must know and so little time in which these truths must be learned."

"There is so much to know," I admitted, "so much which we feel compelled to learn that we forget to enjoy what we meet on the way. We drive down the road with our eyes glued to

the concrete blocks, our ears shut to the sweeping winds in the fields all around us, our senses closed to the tenuous, filtering sunlight in the moving patterns of shade and shadow. Sometimes I wonder if we could not reach our precious destinations by the by-paths themselves."

"You are off the track," protested the man of science, "if I want to go to Chicago, I do not ramble all around Robin Hood's barn, I get on the train and go straight to my destination."

"You do not understand," I protested. "I have not minimized aims in education, the philosophy of learning, or objectives in the teaching of subject matter. This catalogue of values must be accented in the new school. But a new emphasis must be made upon the interesting means by which these values may be reached. And here is where our propitious environment finds its inception."

"I begin to catch your direction," remarked the minister with a twinkle in his eyes, "you employ as much enthusiasm as a member of my own profession. Is this emotional atmosphere as important as you believe it to be?"

"The new attitude reaches depths which have more importance than mere emotions," I broke in quickly. "It is founded upon natural mental laws. It takes into account the psychology of learning. Believing this, I have accepted a philosophy of interest-contact and interest-content leads. Let me define these terms. Children like to come into contact with things. These contacts may be made with actual physical objects in which the interest lead will contain much immediate, pleasurable activity and little thought, or the contacts may be filled entirely with content thinking processes which give de-

light. In the grades and in the earlier years of the junior high school, interesting contact leads predominate, and in the later junior high school and in the high school the range of activities gradually moves toward the interest-content lead."

"How am I to know these contacts when I meet them?" questioned the chemist. "I begin to see much of the old in the new of which you boast."

"You are right," I smiled, disregarding his challenge, "all innovations find root in traditional procedures. These contacts includes stories, anecdotes, maps, source material, pictures, games, specimens, models, blackboard drawings, sand-tables, dramatizations, debates, museums, recalled experiences, hobbies, projects, program recitations, red-letter lessons and creative productions of all types enjoyed by students. Here is a field which will challenge the most resourceful teacher, and which will give the classes she serves a continuous impetus to unusual work. School tasks thus directed are placed in the realm of intrinsic interests, and school activities thus guided continuously follow the lure of felt needs. Drudgery is not dispensed with. Difficult tasks are still pursued. Neither are courses of study or specific outlines of requirements discontinued. The plan merely seeks to vitalize the processes employed in the old school. The general direction is the same, the main highways are not changed, but the destinations are reached after interesting adventures have been made, after creative by-paths have been explored."

"In a scheme of this kind," thoughtfully spoke the minister, "the environment IS all important. Your children must be with you, their enthusiasms must be aroused, and they must search

thoroughly, widely. A mass of facts not specifically assigned as lessons must be mastered as concomitant learnings. It all seems so confused, so difficult to plan. A chronological order of development or a specific text procedure seems so much easier. Why, I tremble when I think of it. How, for example, are you going to appeal to the aesthetic interests of children?"

"This is one of the most potent of our entering wedges," I hastened to add. "We work with intrinsic interests. All folk may be caught with this very approach which seems to appall you. We have ears that hear. Music rings in every corner of my school. Music in geography lessons, music in English groups, yes, music is sometimes introduced into the manual arts sections. The American public spends two million dollars each day for music. They like it. In the name of common sense, then, why can't we let it ring in every corner of our modern institutions. I tell you, before many years have passed, music will take its place as something essential in life, something just as essential as arithmetic or home economics."

"Stop! Don't run us into a jazz jag," objected the man of science. "I like this art, but I prefer to keep banjos out of my botany."

"You know," I went on, "I would stress the subtle leads of the better music. But we must not consider this approach alone. It is merely one of so many potent leads. How about pictures? Why do so many people attend the movies or seek the art galleries on holidays? There must be something in the motion picture show and in the richly covered walls of the museums which appeals to our expansive imagination. Why has the school not util-



ized this appeal? Pictures, pictures should be accessible everywhere. I would send them singing into every barren room, I would crowd them between the cold pages of books, display them on screens, on placards, weave them into the recipient imaginations of delighted children. Yes, my children must learn to see."

"We catch the bent of your philosophy," cut in the chemist. "I fear that we had better close this discussion. I do not agree with you, although in the main I feel the imprint of truth in much that you have said. I suppose you could list a great number of additional appeals — wedges you called them."

"Certainly, the list is limitless," I confirmed, holding them with my glit-

tering eye, "there is poetry, the drama, radio and specific projects which we have not even mentioned, and which are often placed at the core of the new curriculum. I am glad that you gentlemen catch the drift of my philosophy. Have I not shown you how interests may develop from direct contacts, contacts deeply grounded in human emotions? Can't you see how the skillful teacher may now use this approach and mount to any height she desires? Here await many thrilling activities. You agree with me in the main, as you have said. Come with me all the way, let us push off from the shore, let us smite the sounding furrows, like Ulysses, let us sail beyond the sunset, and let us enter new worlds with our boys and girls in the new school."

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### A LABORATORY EXPERIMENT IN HYGIENE

C. Ralph Strobel, Collingwood High School, Cleveland, Ohio

This year, the boys and girls in the Hygiene course have been segregated for the first time. A man teacher was appointed for the boys and a woman teacher for the girls. It was felt by those working in the department last year that such an arrangement would bring about more of the desired results and that problems peculiar to the different sexes could be discussed better if both were not present.

On the whole the problem worked out very well and a number of interesting things were accomplished. Among them was a campaign for dental work and hygienically clean mouths. In the grades from 7B to 8A there were about 900 boys in 32 classes, and about the same number of girls in a like number of classes. The teachers, during the first week of school, weighed every pupil, measured their heights, noted the rela-

tion of standard weight charts, and graded the pupils accordingly. Then every pupil's mouth was examined. The teacher noted the number of defective teeth, whether they were clean, dirty, or in need of other dental attention.

At first, each student was told of the condition of his teeth, and asked when he had been to see a dentist. A card was sent home by the pupil telling the parents of the condition of the mouth of their child, but we received little or no response to this notification of need. During the next month a strenuous discussion was carried on in classes about neglecting the teeth and of the many defects of the physical system which may result from defective teeth. Little or no headway seemed to be gained. The hundreds of students that needed dental attention did not go and have the necessary work done.

Finally, after talking over the problem with Mr. Burckel who is working with the backward group of students he suggested that we put the matter up to this group of boys and see if we couldn't start them on the road to cleaner and better teeth. We interviewed some dentists told them of the hundreds of pupils at Collingwood High School who were in need of dental attention, and asked them if they would make a special price to school children this spring. One dentist agreed to do so, taking 15 students per day, devoting his mornings to them and using his afternoons for his regular practice. The pupils who were scheduled by the Hygiene Department were to pay the dentist each time they went.

Mr. Burckel told them of the splendid opportunity that was theirs to have their dental work done by an experienced dentist at an exceedingly low rate per tooth. Of course, the boys at first refused to go, all of them shying at the very thought of a dentist and a drill that sent the very chills running up and down their spines. Somehow the bugbear had to be overcome, and Mr. Burckel decided that he would try another method. Picking out the worst cases, eight boys, and piling them in a four-passenger roadster automobile, he personally took them to this dentist. One boy after another was put into the dental chair, and the dentist was told to go ahead and do the necessary work. The result was astounding. The boys discovered that modern methods of dentistry could actually extract teeth and fill them without pain.

When this first bunch arrived in school the next morning, the great sensation was on. "The dentist never even hurt me!" Boy friends crowded around

these boys, looked in their mouths to assure themselves that teeth had been removed. These heroes all testified to the painlessness of the operation. Before another call was given to take the next bunch, the entire class in Mr. Burckel's home room was clamoring to go in his auto to the dentist. Each boy promptly began to show that he had the money and wanted to go and have his teeth taken care of. The matter now became a problem for the whole room. The boys then said to each other: "Let us make our home room the first one to have every boy in it with perfect teeth." That was the goal and the great drive was on.

It was not long before the news spread all over the school that the home room 8A boys were going to be the first to have 100% O.K. in teeth. Then students came to the Hygiene Department to inquire if they too could go to the dentist and have their work done for the same rate that the boys did. They were assured that they could. Soon the problem became a real one for the school.

Questions such as these arose immediately:

How can we regulate the time taken by these students?

What about parental consent?

What if the local dentists in the community objected to the school sending all their students to one dentist?

How could "cutting" be prevented? Should they go on the school time?

At a conference of the teachers in the department, the following method was adopted:

First a card was printed which required the parent's signature. This was printed on each side as follows:

.....1928  
Mr. ....

son  
Your daughter.....is in  
need of dental attention immediately.  
Will you see that.....have this  
done at once by your own dentist. If  
you have no dentist of your own, we  
can arrange to have the necessary work  
done at the following rates by a reput-  
able dentist:

Extracting.....per tooth  
Filling.....per tooth

.....  
Teacher of Hygiene

On the reverse side, the card was  
printed as follows:

- ☐ I will have the necessary work done  
by our own dentist.  
☐ I authorize the work done by the  
school dentist at the rates men-  
tioned on the reverse side of this  
card.

.....  
Signature of parent

This card was then made out and giv-  
en to each child who needed dental serv-  
ices, taken home, signed, and returned  
to the Hygiene teacher, who then  
scheduled the student for an appoint-  
ment. A slip was then made out to the  
home room teacher, who signed it and  
recorded the day appointed. The pupil  
was given an excused absence for the  
periods missed while he or she was at  
the dentist's. The pupil, upon his re-  
turn to the school, reported to the Hy-  
giene teacher, who made a record of  
work that had been done, and sent the  
child to his class.

This program has been carried on  
now for nearly three months. We  
found that the number of pupils asking  
for appointment became larger daily.  
We had to go out and again seek an-  
other dentist who could take care of a

number of pupils each morning. We  
were fortunate in finding a specialist in  
dental surgery who did nothing but ex-  
tractions and who had with him a spe-  
cialist in mouth hygiene who did clean-  
ing of teeth in an exceedingly thorough  
manner, and a third man who agreed  
to do the fillings. All these dentists  
were located in a nearby clinic, and  
they agreed to do the work for the same  
rates that we had made with the for-  
mer dentist. This increased the num-  
ber of cases each day, but the work is  
far from finished. Vacation is now at  
hand, and this program is too difficult  
to carry on in the summer with the  
children disbanded and left to their  
own initiative.

The results after three months of  
this program are as follows:

Number of students sent to dentist	509
Number of teeth extracted.....	466
Number of teeth filled.....	1038
Number of mouths cleaned.....	320
Total operations done.....	1824

In talking things over with the den-  
tist, we find that the program has been  
a source of income to him. Not so  
much from the actual money received  
from each student, for the fee was ex-  
ceedingly low, but it meant ethical ad-  
vertising for him. Several students rec-  
ommended him to other members of  
their families and their friends who  
had work done which really repaid him  
for this bit of professional charity.

The parents of the children who went  
to the dentist were also very much  
pleased with the work done for their  
children. In several cases, certain  
physical defects that had manifested  
themselves in connection with defective  
teeth began to clear up. Several pupils  
who were as much as ten per cent or  
more underweight began to put on  
weight. There were several pupils who

surely were in need of dental attention, they having as many as twelve and fifteen teeth which needed correction. The dentist told one boy that his teeth were in such bad condition that another month of neglect would have started him on the way to inflammatory rheumatism.

This laboratory experiment has been well worth while at Collinwood, and the school now boasts of three home rooms where every student in it has 100% O. K. teeth, which means no holes in teeth, all that should be extracted have been done, and the mouth hygienically clean.

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### JUNIOR HIGH SCHOOL PUBLICATIONS

R. P. Grabo, Principal, E. Nott Intermediate School, Schenectady, New York

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The greatest struggle of the junior high school has been to establish itself as an institution with a purpose separate and apart from any other type of school. The early years were given over to imitating the Senior high school or in many cases the first two grades were elementary and the third year a duplicate of the old Freshman high school year.

This same misfortune has carried through into the field of activities and publications. The high schools have received their inspiration from the colleges, and in turn the Junior high schools have felt that to do anything well it must be done exactly as the tradition of the high school indicated. Some of the larger schools have brought out yearbooks, handbooks, newspapers, and magazines, while others have done less but looked upon this as the standard number and type of publications.

That there are certain limitations to the usefulness of these types as junior high school issues is apparent. That there should be some specific objectives and some need met is fundamental to any publication at all.

In colleges where students are gathered from many states and cities into a situation filled with unfamiliar tradition, there may be a need for a freshman bible. In most cities, the tradi-

tion of the junior as well as the senior high school is well known to pupils long before they reach its doors. Again, the handbook offers a special problem in the matter of student participation. To be of any usefulness, it is essential that it be ready to put into the hands of the pupils as soon as school opens. Pupils have not been available for work during the vacation, and much of its material cannot be collected before the close of school. Too often these conditions have resulted in the handbook being edited by the principal or office secretary and handed to the students.

The function of the newspaper is not, as Mark Anthony said, "To tell you that which you yourselves do know." Newspapers that come out weekly rarely inform the readers at all. Within an institution of a thousand students, little takes place that is not well known before the paper has time to go to press. "When a dog bites a man, that is not news, but when a man bites a dog, that is news." In the school newspaper, when the man does bite the dog, the story is not and should not be printed. The ethics of the commercial newspaper has not been sanctioned by the public school. Omitting this type of news, it is questionable how much news is available. Omitting the same type again, it is a question again how



large an American city could be before there were a real need for a daily or weekly newspaper. It has also been suggested that because of the technical nature of news reporting, newspapers should be published only by classes in journalism. Here again the essential element of student participation is lost, and the school becomes a laboratory for a select and limited group who may at some time during the year acquire enough technical knowledge to warrant such a publication. Until such time, however, certain needs of the institution must go unsupplied.

Seldom can a junior or senior high school justify the appearance of a magazine for the English department alone. A study of the percent of participation in these publications, reveals the fact that they are the output of a closed club of older and more serious students who write for and read them.

Somewhere should serious recognition be granted creative work, but to attempt to fill a magazine at stated intervals with poems and stories that savor of imitations and offer glory for charlatanism is at least a "grievous fault".

Fortunately, few of the junior high schools have started the year book. The expense of this is too great for the ordinary city junior high school. Again, the imposing book that comes out in June has to be in the hands of the printer about the first of April. It is apparent that the most important three months of school are neglected as to matters of record, student activities and graduation. The merchants feel that the advertising is a matter of donation, and in many cases are not secured with the proverbial cheer that accompanies the usual receipt of donations.

The handbook is of doubtful value and little use to students in any other than the largest schools, and fails as a means of student participation. The newspaper comes out too often to serve any real need of the student body, and when edited by a journalist class is not justifiable as a medium of student expression.

The magazine—a child of the English department—combines all of the limitations of the other forms and adds to itself the opprobrium that goes with arrogance.

There should be a junior high school publication that meets the need of the sponsoring institution. Its purpose must be to reflect the whole life of the school. Athletics and English are but two of the many activities that go to round out the program of youth. To raise the morale of the school, to act as a booster medium for the worthwhile activities, to maintain and foster the best school policies, to serve as a means of records and publicity, and to give due consideration to the important days of graduation, these are the needs that such an organ must fill.

Such a publication must be a compromise of the four special types. It must serve the need as it arises, it is a house organ, and will be under the direction of the school, regardless of commercial standards of newspapers, or magazines. It must reflect a balanced life of the school as present members, practical as well as creative arts. It should be published around an editing nucleus by each of the classes in the school—the producer is often more important than the consumer. Ten or twenty such issues during a year will come nearer to a goal of usefulness than has been achieved by many more ambitious schemes.

## GENERAL LANGUAGE AND THE JUNIOR HIGH SCHOOL

FREDERICK S. SPURR, CLEVELAND HIGH SCHOOL, ST. LOUIS, MO.

In the first place, general language is not a clearly defined term. There is a wide divergence among different actual and suggested courses bearing that designation. To some, it apparently means a course in English etymology, to others an introductory course in one or more foreign languages, and to still others, an historical course in the development of language and civilization.

In this chaotic situation, we might do well to seek some analogy in other general courses. One of the teachers who helped create the new St. Louis mathematics curriculum recently showed, with due quoting of authorities, that introductory work in mathematics should be a blend of the simple and important mathematical concepts taken from the various branches. Likewise, general science is not, properly speaking, a course in botany or zoology or physiology, but, as its name implied,—a course in general scientific information.

If this be true, is it not reasonable to suppose that general language should be not a course in French, German, Latin, or Spanish, or yet in English etymology, or in the history of the development of language, but a really general course that should aim to give the fundamental principles that underlie languages in general and also such vocabulary as is common to different languages?

First, however, let us consider whether such a course would be suited to the aims and objectives of the Junior

High School, and what, if anything, is already being done along this line. It is my impression that the commonly accepted aims of the Junior High School are: (1) Bridging the gap between elementary and high school work, (2) Economy of time, (3) Keeping pupils in school, (4) Meeting individual needs through opportunities for exploration and self-discovery.

Now, in order to bridge the gap, a junior high school course must be relatively simple and must serve as an introduction to future courses. As for economy of time, this, it seems to me, is to be effected in two ways: by substituting work a little nearer the high school level in place of the traditional eighth grade reviews, and by so reducing the mortality that normally rapid progress may be made. Any language course would answer the first purpose for those who could pass it, but to answer the second purpose, the course must be comparatively simple.

It is evident, moreover, that a course so difficult as to require one or more repetitions on the part of a considerable number of those taking it would have a tendency to eliminate many of those failing.

Now, according to Professor Ball, of San Antonio, who gave the course in the Junior High School at Washington University last summer, the most important reason for the Junior High School is to provide instruction suited to individual differences. There is need, however, for exploration to lead to discovery of individual needs and capaci-



ties. A general language course should serve this purpose.

Before attempting to say more specifically what such a course might be, let us consider briefly what, if anything, is already being done.

So far as I know, there are only two books that claim to present general language. One of these, by Leonard and Cox, is really an English text, and the other, by Bugbee, Clark and others, is a series of try-out courses in Latin, French, Spanish, and German. Properly speaking, then, there is not at present any real general language textbook.

Now as to what is being done in general, introductory, or pre-language courses. This last term is the one employed in Oklahoma City. In an article by Dorothy Snedaker in the "Modern Language Journal" for January, 1928, it is stated that pre-language courses have been found very helpful. As, however, there are no texts, and as the courses consist merely of nine weeks divided between French and Spanish with considerable time given to the realia, such as history, geography, folklore, singing and drawing, it seems doubtful that this work can be much more than attempted development of appreciation.

In Detroit, they claim to have general language. There is a report of this by a pupil in grade eight A, published in the "Elementary School Journal" for December, 1925. Here, again, in spite of some general work in historical development, appreciation, etc., there is really no general language, but a study of three foreign languages as distinct units, together with further study of English.

These courses in Oklahoma City and Detroit are similar to the try-out

courses given at Blewett in St. Louis. We do not find any general language, properly speaking, at all. What, then, should be the nature of such a course?

What about a course in Latin? Aside from the fact that such a course would not be really general, any more than a course in arithmetic would be general mathematics, let us consider the advantages and disadvantages of an introductory course in Latin. There have been studies showing in certain cases a positively correlation between mastery of such a Latin course and subsequent success in French and Spanish. L. E. Cole, of Oberlin College, has shown this for nine hundred and seventy cases, but admits that much of the superiority proved in general. The American Classical Language has tried to show the same superiority for Latin students in French, but with less success. These studies have been published in "School and Society". The results do not seem very satisfactory for French, to say nothing of so different a language as German. To be sure, Van Denburg, in "The Junior High School Idea", does say that Latin would seem to be the best introduction to foreign language work, but he adds that it is not feasible.

The idea of Latin as general language may have originated partly in the fact that Latin was once the international language. After all, if we are to have an introductory language course, would it not be best to choose an international language? As such, Spanish is advocated by J. C. Breckinridge, in "The Gift of One Common Tongue," published in Bulletin 60 of the "Pan American Union". His points are all well taken except that he thinks the adoption of Spanish would not

arouse national jealousy. Anyway, Spanish is less general than Latin.

The world needs an international means of communication. As Doctor Henry D. Hubbard, Secretary of the United States Board of Standards, has said, "International language is as essential to the transportation of ideas as railroads and steamships to the transportation of things."

Now there are at the present time two important international languages, Esperanto and Ido. In an article, "Esperanto, New World Language," in the "New York Times Current History" for September, 1925, Esperanto is advocated in a modified form. Inasmuch as the author, J. D. Sayers, was President of the New York Esperanto Society, the fact that he does not advocate the original Esperanto of Doctor Zamenhof is an admission of its weakness. In January, 1928, there appeared in "Education" an article on "The International Language" by Henry W. Hetzel, also advocating Esperanto, but showing no definite advantages for that language as compared to Ido.

On the other hand, there are many advantages to be claimed for Ido. A comparison of parallel texts in the two international languages will probably convince one of the greater perfection of Ido. This language is really a reformed Esperanto, based largely on ideas approved by Doctor Zamenhof himself. As Professor Wilhelm Ostwald, noted German scientist, says in his "Die Forderung des Tages," although most Idists were originally Esperantists, he does not believe a single Idist ever became an Esperantist.

Other celebrated advocates of Ido are: Doctor Welvil Dewey, inventor of the Dewey decimal library system; Professor Elihu Thomson, of the General

Electric Company; Doctor H. L. Koopman, librarian of Brown University, and Professor Otto Jespersen, philologist, of the University of Copenhagen.

Now if Ido is the better language for international purposes, it seems to me that it is worth considering as the basis of our introductory language work, particularly as from its very nature it is not only introductory but general language. From its study, one should learn the simple language concepts, and because its vocabulary is entirely made up of roots selected from the other languages, it seems reasonable to suppose that the mastery of a beginner's Ido course would teach one a large number of Latin, German, French, Spanish, and other roots. At present, I am writing my thesis on this subject.

What should be the nature of such a course? The consensus of modern opinion unquestionably decides for reading. We might quote M. V. O'Shea, who concludes as a result of a study in the "Bureau of Education Bulletin No. 16" that "the chief use to which our people can put foreign languages is to read them in the original for purposes of research, travel, personal enjoyment, and the pursuit of business." Other recent writers who feel the same way are Robert Herndon Fife and Peter Hagboldt, whose articles in the "German Quarterly" for January, 1928, corroborate Professor O'Shea's conclusions, as do likewise the tentative objectives recommended at the recent Modern Language Teachers' convention at Louisville. It is, moreover, significant that the newer curriculums are stressing this phase of modern languages. Our St. Louis curriculum particularly emphasizes this, and large numbers of new reading texts have just been added.

For such a course, with abundant easy reading and a minimum of grammatical explanations, the Ido language is particularly adapted. The few grammatical rules can be presented partly as foot notes and partly as vocabulary, and would, I think, require practically no formal memorizing.

In conclusion, it might be asked if such a course would be worth while in itself? Not to mention the value of international communication—for already there are Idists all over the world with whom one may correspond—there is a literature in Ido which should stimulate and hold the pupil's interest. There are books on Ido in at least the following languages: Chek, Danish, French, German, Spanish, Dutch, Italian, Magyar, Russian, Swedish, and English. Moreover, the range of literature includes such diverse works as: Freud and Bergson; works on Socialism; works on Catholicism; Arabian lyrics; Swedish folklore; Glacial Cosmogony; Speeches in the First Assembly of the League of Nations; Robinson

Crusoe; Puss in Boots; Dickens as a Stenographer; novels by De Maupassant; Schiller's Monologue from "William Tell"; Ostwald, "Organization of the World"; and Strauss, "Buddha and His Doctrine". There is also an International Ido Radio Club, and I know of at least seventeen Ido magazines.

It would seem, then, that a general language course should be what its name implies, and that such an offering would be clearly in accord with junior high school objectives. At present, as we have seen, there is no textbook and no course in general language, properly speaking. A course in Ido would, however, be really a general course. Moreover, Ido is the better of the two leading international languages, and to teach it in school would be a big help to the international language idea. Such a course would in all probability be valuable as general exploratory and introductory language work, and could be made worth while in itself by abundant supplementary reading of vital current literature.

#### GUIDANCE AS A FUNCTION OF THE JUNIOR HIGH SCHOOL

V. M. HARDIN, PRINCIPAL REED JUNIOR HIGH SCHOOL, SPRINGFIELD, MO.

As the junior high school—a purely American institution, and one which is untrammelled by tradition—is fast becoming an accepted part of our school system, it has naturally acquired a vocabulary peculiarly its own. There is one word in this particular vocabulary which is exceedingly significant, and that word is guidance. All junior high schools of any importance have a program of guidance, the breadth and depth of which is dependent upon two things. First is the teaching load, and second is the vision of those who are responsible for the program. Thomas-Tindal and Myers, in their book, "Jun-

ior High School Life," say that the junior high school which does not include guidance in its program is either stunted in its growth or has no excuse for existence.

Before we proceed too far, let us define what we mean by the term. Miss Blake says that guidance is helping students make progress in their educational and vocational careers. Thomas-Tindal and Myers say that guidance is a conscious attempt to direct the activities of the child toward worthy objectives. Another authority says that guidance is the earnest and purposeful

attempt to direct the activities of the child in such a way that he will profit most from being directed. We see from these definitions that two notions are involved. One of which is, directed activities, and the other is, worthy objectives.

Let us ask the question, What is the necessity for a program of guidance? Unless we as administrators can answer this question satisfactorily, we will find it difficult to convince our teachers that we are inviting them to participate in a very worthy activity. Herbert Hoover, in one of his splendid addresses, said: "As a race we produce from generation to generation a large number of those who possess the moral and intellectual qualities for the intellectual and moral inspiration of others. We lose a large part of these because we fail to find them, to train them and to inspire them to effort." From this great social engineer's view point, guidance is necessary for the sake of human conservation. You are familiar with this statement—the point of view of the elementary school is the mass. The point of view of the senior high school is the group. While the point of view of the junior high school is the individual. The purpose of this new unit of the school system is to help each individual find himself and get his bearings so that he will fit as naturally as possible into the particular group for which he is best suited. The carrying out of this function implies guidance in its fullest meaning.

In the next place, when the child comes to the junior high school he is confronted with the problem of selecting certain subjects. Unless he is guided properly, he will flounder around and be very poorly prepared to face the issue of the senior high school. There-

fore, guidance is necessary if we would save him from chaos.

What kind of guidance is needed? In the first place, curriculum guidance is needed. It was mentioned before that students were confronted with the privilege of electing certain courses. If left alone, they are likely to choose unwisely. They need information as to the aims, purposes and nature of the subjects under consideration, so that they may avoid later difficulties. Furthermore, every junior high school must face the problem of the superior child. What shall the school do with him? Some say, "promote him". That is easy to do from a mechanical viewpoint, but the case deserves more consideration than that. This fortunate individual has a right not only to advance vertically, but to explore and enlarge his vision, and not merely be content with the minimum essentials.

Again, some students, because of late entrance, change of schools and illness, need definite remedial work, and this implies guidance.

In the second place, vocational guidance is needed. A great deal of quackery has been practiced under the guise of having discovered a famous recipe which will solve all the vocational difficulties for any individual. We cannot select clerks, bookkeepers, lawyers and what-not out of the mass, nor is that our business. Our business is to help the student select his vocation and make preparation for it. How necessary is this? In a certain city, there is a dish washer's union made up of seven hundred members, one hundred of whom are college graduates. One of the college men said that they had no particular guidance when in high school nor in college. Consequently, when they graduated, they were not particularly



fitted for any vocation. They tried one job after another and failed. As a result, they were reduced to the job of a dish washer.

A certain individual of the writer's acquaintance holds a doctor's degree from one of our largest universities, yet he has never held a teaching position longer than one year in any institution. He has drifted so long till his very record in a short time will prevent his securing a position. Surely, if he had had some definite guidance he would be rendering a large service both to himself and to society.

Health and moral guidance need the same emphasis as the other two phases which we have discussed, but time will not permit us to continue.

What are the qualifications that those who are responsible for the program of guidance should have? In the first place, they must have that degree and quality of training which will peculiarly fit them for the work. In the next place, they must have a vision of the work to be attempted. Without vision little of worth while value will be accomplished. Finally, they must have a real desire to help students. Lack of sincerity will defeat the very end in view.

I think you are entitled to know what we are doing in Springfield along the line of guidance. It is one thing to talk about the virtues of a program but quite another thing to put the program into action. Please do not misunderstand me to say that our program of guidance is ideal—far from it. We are wrestling with the problem, and hunting for a happy solution.

In the first place, the principal and two teachers constitute what is known as the guidance committee. This committee provides the guidance programs

from time to time, and offers help to the individual teachers in modifying the program to meet the particular conditions of the home room.

In the next place, the home room teachers are responsible for putting the program into effect in their respective rooms. A guidance period is set aside on Tuesday of each week. No other activity is permitted to be carried on at this special period. The teacher is not disturbed in any way. The pupils and teachers work out a variety of methods for carrying out their work on the pupil-participation basis. We attack the problem in this way because we feel that if guidance is the keystone of the junior high school, we must have a definite time and a specific plan of action.

Here is a list of topics which have been discussed by the students: Budgeting One's Time; Know Your School; Should One Go to Senior High School?; Blind Alley Jobs; My Vocation; Health and Its Profits.

At this same period on Mondays and Thursdays the boys go on the yard and engage in a series of games that involve large numbers. We are fortunate in having an undeveloped park nearby. The girls go to this park and follow the same procedure as the boys. In this way we are able to have a large number of students participating in worth while activities. Wednesday is club day. All clubs are on a voluntary basis, and managed by the pupils under direction of the sponsors. Our aim has been, not a large number of clubs with little activity, but a few clubs thoroughly alive and serving their true purpose. On Friday we have our assembly. Practically all of our programs are given by the students. Unless there is a special reason for calling in a speaker, we use

students only, as we feel that they are the ones who need the training and experience which come from participating in this activity.

Pupils are permitted to go to their teachers during certain hours for special help and counsel. We encourage them to take advantage of this opportunity for the sake of overcoming difficulties and for securing needed advice.

In addition to all of this, we have conducted a citizenship program on a modified plan of the Boy Scout idea. All students are measured according to a citizenship standard which we have adopted. Those who measure up to 85 are permitted to wear a white button for four weeks. At the end of four weeks the same process is gone through, and those who measure up to

90 are given a red button. At the end of another four weeks the process is repeated, but the wearer of a blue button must measure up to 95. We let them alone for six weeks and remeasure. Those who come up to approximately 100 become members of the honor society. In this way, we are striving to stimulate thinking along the lines of good citizenship. This briefly and inadequately describes our plan of guidance.

In conclusion, let me state that the idea underlying this program of guidance is to turn out of our schools citizens who are trained to take an intelligent part in a self governing society, able to carry their proper share of the common economic load, and capable of employing their leisure time in activities socially and individually rewarding.

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### THE FUNCTION OF THE JUNIOR HIGH SCHOOL AS AN EDUCATIONAL UNIT

DAVID H. NICHOLSON, PRINCIPAL JUNIOR HIGH SCHOOL, FLAT RIVER, MO.

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The junior high school is a part of the nation-wide movement for the reorganization of secondary education. Like almost every change in American education, this movement has been one of very slow growth, but following the light of past experience, it has persisted in its clamoring for recognition until educators everywhere have received it as a necessary new unit in the new educational system. Its coming has most vigorously disturbed both the elementary and the secondary institutions, and is threatening to jar the quietude of our whole educational organization, made sacred by tradition. Such an unusual movement challenges our attention.

The junior high school covers a very vital period in the life of the child, and a most vital time in his educational ex-

perience. It marks the close of that era of development in which he has been gaining control of the more simple processes, acquiring common knowledge and appreciation essential in the life of every individual. The junior high school takes the child in the 7th, 8th, and 9th years of his school life; the 12th, the 13th, and 14th years of his natural life, the adolescent age, the period of rapid physical, mental, and moral change, the time of awakenings when the individual seems to be neither child nor man, but a strange, often dissatisfied being, full to overflowing with unbounded energy, which, undirected, wastes itself, but directed, starts him upward into a life of happy usefulness.

Experience tells us that we cannot safely assume that the child leaves the



sixth grade thoroughly equipped with the common skills and knowledge so necessary for his continued education and proper development in life. Drill and training in the fundamentals must continue in the junior high school to a gradually lessening degree.

However, the junior high school is primarily a field of exploration. By means of exploratory work and systematic testing of pupils' interests, aptitudes, and capacities, the junior high school should discover the individual's chief needs, immediate and future, and within a reasonable degree should seek to satisfy, or prepare the individual so that he may satisfy these needs.

In every part of the country has been felt the need for the re-organization of curricula. Great changes have taken place in courses of study, especially in subject matter. Honest, conscientious teachers are giving their subject material the test of social need. However, vast numbers are still teaching text books almost unheeding of their pupils. Beyond question there is a crying need for curriculum revision in the 7th, 8th and 9th grades, but before this transformation can come in current practice, there must be made a careful analysis of the needs of this civilization. Independent of the school, the home and the community offer only an incidental training. The schools must take the responsibility. No educator can truthfully say that the schools are meeting and satisfying this obligation fully today. We are compelled to admit that the products of the educational institutions are frequently woefully in need of education which the world has to supply.

In a re-arranged program of studies, the least that we can do is to plan for the majority of the pupils. But the

junior high school should not stop at planning a program for the majority of its members. The elementary program is necessarily for the mass education; the senior high school for the group, but the junior high school is essentially individual in the planning of programs and to a great extent in method of instruction. So far as possible, every subject should be organized so that it would be valuable to the extent that it may be pursued. What to teach to the child who may quit school next week is the question often unanswered.

The horizon of the child must be extended by revealing to him the possibilities in such major fields of learning as the social sciences, physical sciences, literature, mathematics, household arts and fine and applied arts, and arouse industrial and commercial interests.

Interests are very worthwhile—they shape personality; they give life, fullness and completeness. They are spurs to higher education. It is the business of the junior high school to arouse desirable interests through the presentation of a variety of experiences. Before many leave the school, show them the possibilities of continued education. Brief excursions should be conducted through the important parts of the major subjects of the curriculum, permitting the pupil to gain some accurate information and revealing relationships existing among subjects and their importance in life. Discover new subject matter, new short courses of exploration in hitherto untouched fields of life itself. All this to find and broaden the pupil and may it rid our schools of the present wasteful trial and error method, liberate the senior high school and college student from the curriculum maze in which he now blindly wanders, searching for the unknown quantity he

pleases to call an education.

With environmental enrichment must come the actual selection and the starting of each pupil's career along the lines he, the school, and his parents select as suitable and likely to be of the most benefit to the individual and to society. This particular aim of the junior high school seems to be most questioned of all, but to me it is the ultimate purpose of this educational reorganization. Critics say that we can't discover the individual, vocationally speaking, at this early age, and that only a superficial smattering of information will be received. To an extent this may be true, but the right pathway can never be found without looking for it, and for the very young there is much to be learned from the looking. At least, it is better than wearing blinders to avoid seeing—some of the traditional subject matter almost resembles this. So far as the "smattering education" is concerned, that depends upon the wise selection of study material and its presentation—a co-responsibility for teachers and administrators.

Before the function of the junior high school can be realized, there must come in America, particularly in rural America, a complete change in the public attitude toward the schools. Members of the teaching profession must face squarely their responsibility as educators; they must discover the needs of this modern day, and then go out to educate the public in the rearrangement of the school to answer these needs.

As an illustration of the ill-informed public, there is the typical board of education in the smaller towns of this state. The school trustee, too often unaware of the trend of modern educa-

tion, and basking in his ignorance, feeds himself with pride for an impoverished, antiquated school system, struggling to serve twentieth century youth. Other people, particularly business men, recognize that there is need for change, that the school product is not entirely satisfactory, but do not analyze the situation sufficiently to locate the trouble. However, we must not be critical with the public; we, who would cast the first stone, must look to our own responsibility—the education of our community regarding the best in educational thought.

Before the junior high school can really succeed, the elementary school must be thoroughly reorganized to coordinate with the junior high school and other educational units. In actual practice, the average American school system is suffering from "top-heaviness". I do not mean that the top is too good, but the foundation is too weak. Great progress has been made in the elimination of unnecessary subject matter and of inserting new material in the elementary curriculum, but this transformation is unfortunately not uniform throughout the country. This delay in the elementary department is now impeding progress in the junior high school.

College entrance requirements are often cited as a restriction upon curriculum revision. The movement on the part of the North Central Association and the universities to consider only senior high school work for college entrance requirements is commendable. However, entrance requirements are becoming so liberal that there should be very little interference with the program of the real junior high school.

In review, some general characteristics of a junior high school include a

relatively small number of subjects with broadened nature, departmental instruction, promotion by subject, broadening and finding courses devised by teachers in their specific fields, periods of sufficient length to permit directed study; this means, an abolition of the old type of study hall. The new junior high school provides for free use of the library as reference material, for vocational information and guidance with close co-operation of child, school and parent, for elective courses in the 8th and 9th grades suitable to the individual needs of the pupil; a separate building if possible where the junior high school can develop unhampered by other groups. In addition, the home room functioning on the community plan has been adopted, and where numbers permit, a grouping together of pupils of approximately similar ability. Extra-curricular activities are supervised, systematic health instruction given, and some system inaugurated for student self-control with every element of the system emphasizing character development.

Before we can go toward the realization of these ideals of the junior high

school there must be a strengthening of the teaching staff. The new junior high school demands teachers with breadth of vision and experience, enthusiastically awake to the possibilities of their positions. There are many such teachers today, but how unrewarded they are! Never will the junior high come into its own until the qualifications and salary of the junior high school faculty member are equivalent to those in any other educational unit. Teachers are as a rule miserably under-paid, but why the unfair differentiation that may be even found between junior and senior high schools? How can we expect vigorous, progressive members of the faculty to remain in the underpaid position of the junior high school teacher? The facts revealed in the Missouri Directory are a shame to Missouri education.

The junior high school pupil, full of life and energy, eager to learn, is the question. What shall be the answer? Let's give the junior high school a fair show. Break the bonds of lethargy and dead tradition; build upon a new foundation a new school, whose shining purpose shall ever be "Service".

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### CREATIVE ATHLETICS IN THE JUNIOR HIGH SCHOOL

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There is no attempt made in this paper to present anything new or startling on the subject of School Athletics. Attention is called to a few well known ideas from the point of view of the junior high school. In recent days, much is being written and said about extra curricular activities, and much emphasis is being placed on this part of the school program as having great value in the plan of education.

Physical activities have always been an important part of the education of

the child. They date back to the very beginning, when each individual was taught to take care of himself.

Progressive secondary schools everywhere are endeavoring to adapt their educational programs intelligently so that all boys and girls of adolescent years may find some serious tasks that will engage their earnest and purposeful attention. The physical program offers a ready and satisfactory instrument toward this end in athletics, rec-

recreation, playground and gymnasium activities.

The junior high school inherits a great many customs and traditions from the four year high school. Prominent among its heirlooms has come down a physical program subservient to and dominated by the development of interschool athletics. Fortunately, the Junior High School has studied and modified its physical program to conform to its ideal of discovery and development of the individual till in the better schools of the country is to be found today a serious attempt to draw every boy and girl into a program of organized athletic games. Smith in his book "The Junior High School" says: "The progress which Junior High Schools have made in this respect is one of the finest commentaries on the movement as a whole."

The gang instinct of early adolescence expresses itself in an attraction toward group contests. With slight encouragement it has been found that girls during the junior high school period manifest an enthusiasm for group games almost as marked as do boys. Recent developments of physical activity programs of Girl Scouts, Camp Fire Girls, Girl Reserve, Girls' Summer Camps, Y. W. C. A. and the like give evidence to the validity of this observation. Girls have come to claim their share along with boys in the values of athletics—a few of which might be mentioned here:

1. **Physical Values.** It was not by mere chance that the Committee on Reorganization of Secondary Education named health as its first cardinal principle. For the adult the objective of his physical program should be maintenance rather than development. The adolescent, however, needs a vigorous

recreational and developmental activity program.

2. **Recreational Values.** A period of organized physical work during the school day gives the pupil a rest from things mental. He is invigorated and refreshed by the relief. He "lets loose," has a good time, and comes back to his work refreshed in body and in mind. McKown in his book "Extra-curricular Activities," suggests that if the school is to teach him to do better the desirable things he is going to do anyway, it should make some attempt to teach or interest him in such activities as swimming, hiking, skating, tennis, and golf, instead of distinctive school days games of football, basketball and base ball. He says the games taught and used for recreation should be those in which he will continue in his years of maturity. But as I see it, an appreciation of the value of recreational games and a love for organized play should be the objectives in an athletic program of a junior high school instead of training in special skill in any particular sport with the idea that it will carry over into after life. Games must be used that make a special appeal to the age of the child we are handling. Otherwise his interest is hard to enlist. Adults are too apt to impose upon children adult ideals and adult games. Recreational games adapted to his age will develop in him such a love for systematic play that when his time comes to grow older, he will do so gracefully, because he knows how to observe "the three L's of health—keep limber, loving and a little bit looney."

3. **Educational Values.** Besides physical and recreational values there are the mental and social training. Competitive games teach co-operation, subordination, leadership, followership,



self-control, coolness of temper, good sportsmanship. G. Stanley Hall says: "Play at its best is only a School of Ethics." The expression is often heard, "Playing of games of socializing influences." School athletics attracts the over-age retarded boy, motivates his school work and adds months or years to his schooling. The educational opportunities are present in athletics. The junior high school administrator and physical director may recognize and utilize them for the maximum number of boys and girls or they may bungle the job and criminally neglect the opportunities that lie in the finest instrument within their group for mental and social training.

Attitudes and habits of conduct under stress and excitement in strenuous social situations are vastly more important items of training than many lines of school work that are given a great deal more time and thought than organized play and athletics.

P. W. L. Cox in "Creative School Control" suggests several problems of the principal and faculty in regard to school athletics. Three of his problems are selected and presented as being especially pertinent to the Junior High situation—

1. How to get all pupils in the school to take a vigorous part in some phase of school athletics.
2. How to control opportunities so that every normal pupil will have a chance to be successful enough to establish his self-confidence and arouse his enthusiasm.
3. How to keep the School's Athletics free from domination by cliques and yet allow for or even encourage the normal expression of friendships for or loyalty to group leaders.

The question of increasing the number of participants to include all of the pupils in the school resolves itself to a matter largely of planning. Given a principal who has caught the vision of the values of mass athletics and a physical director who believes that athletics of the school are for the good of the children and not for the glory of the coach, and the problem is nine-tenths solved. A series of intra-school contests preceeding the picking of a squad to be trained for intra-school teams is a plan in common use. The teams representing the school in contests with other schools should be developed as a sort of by-product of the inter-class games. Cox mentioned such a plan extensively worked out in the University of Chicago High School under the principalship of F. W. Johnson.

In Northeast Junior High, Kansas City, Missouri, we use with satisfactory success a plan of intra-mural contests along with an efficiency test for the boys based on points earned in seven events; 50 yards, 100 yards, high jump, broad jump, shot put or ball throw, chinning and swimming. For these contests the boys are divided into four weight groups, eighty pound, ninety-five pound, hundred-fifteen pound and unlimited. They compete with groups of their own weight in basket ball, playground ball, volley ball, track, swimming and boxing. We believe we are providing just as ample a physical program for the girls of the school as for the boys. The program carried out in the girls' department gives every girl an opportunity to enter into all phases of physical education work. Through intra-mural games in soccer, volley ball, basket ball, and indoor baseball a fine spirit of rivalry is created, developing sportsmanship and

school spirit. Awards in girls' athletics are put on a point basis. Two hundred-fifty points win a small "N", 500 points a middle "N". The ten highest point winners win a large "N". Fifty points are given for making a team, 25 points for membership on a championship team, and 25 points for being chosen on the All-Star team. Posture tests are given early in the year. Twenty-five points are given for each point of improvement in posture. One hundred points are possible in posture. Points are allowed in achieving certain standards in swimming and in a group of track events, including relay, dash, basketball throw for distance, broad jump and high jump. Points are also given for achieving first, second and third standards in the badge test events—25, 50 and 100 points respectively.

The control of opportunities in order to give every person the satisfaction of success is also largely a question of careful planning. The program of games must be varied and teams organized for boys and girls of different ages, sizes and stages of maturity, so that every normal pupil will find at every season of school year some form of activity in which he can be successful in comparison with those of his size and age. This kind of division is not necessary in every game, for instance, in indoor baseball it is only necessary that competing teams be evenly balanced. In other contests such as jumping or boxing the assortment into sizes is important.

About thirteen years ago in Kansas City we worked out a scheme of classification of boys in the high schools for Spring Track Competition based on height, weight and age. The speaker was physical director at Central High School at the time and can testify from

experience that it is possible to work up and put out four complete teams with 125 to 135 boys to represent the school in a track meet. They were not as carefully trained as a single team of picked athletes would have been, but we had the satisfaction of knowing that practically every boy in the school had a part in the training preliminary to the final tryouts. A similar plan, somewhat altered, is in use at the present time at both the senior and junior high schools in Kansas City.

There is no reason why at each season of the school year some active game could not be going on within the height-weight groups, rules worked out for winning of letters, standards of achievement set up for each group in efficiency test events and a general all school program of athletic activities be in progress all of the time. Careful, painstaking organization of athletic opportunities gives every child in school a chance to achieve a small success in something. No more beautiful miracle of creation can be wrought than that of bringing a despairing, backward child into a trifling success. Important among the methods of controlling athletic opportunities so that every pupil may be reached is the club activity program of the junior high school. A majority of the clubs are physical in nature. In offering a program of clubs to the pupils of the Northeast Junior High School this year we found that such clubs as Splashers, Hikers, Tumblers and other physical activity clubs found favor and are thriving clubs. On the other hand, clubs without the physical activity feature filled more slowly or were discarded because they made no appeal.

In the Kansas City High Schools and Junior High Schools the girls' physical programs have been more carefully



worked out and more diligently followed that that of the boys. Perhaps the reason is that the directors are not training teams for inter-school competition, and therefore can give more of their thought and effort to intra-mural programs.

The domination of school athletics by cliques is not as serious a problem in the junior high schools as in the senior high schools. The latter have their fraternities, literary societies, elective clubs and social groups striving for supremacy, while in the junior high school loyalty to a Sunday School group or tendency for old ward school groups stick together may be noticed. These groupings may be used as a basis for a series of competitions early in the school year. Thus a desire for loyalty to the smaller group is given expression while the pupil is being introduced into the working plan of the larger group. New interest and loyalty to class, home room or school teams soon supplant the older loyalty and the pupil finds himself bound by new and more fascinating interests.

Inter School Athletics in junior high must be kept among junior high schools to be satisfactory. Playing small high school teams as a substitute for junior high competition is dangerous. The age and experience of teams of even the smallest high school introduces the possibility of injury. My experience in two of the Kansas City Junior High Schools with playing games of football and basket ball with very small high schools and with private schools has convinced me that junior high inter school athletics should by all means be kept strictly among junior high teams. When rivalry between junior high schools is possible it is surprising how rapid the whole student body in the support of the school team develops

wholesome school spirit. Spectator groups of junior high age respond much more rapidly to teaching of fairness and sportsmanship than at the Senior high age. As a creative instrument for development of school spirit, of the spirit of fairness and good sportsmanship there is nothing more useful than inter school athletics.

The health, recreational and educational values of mass athletics in the junior high schools have such large possibilities that no wide-awake progressive junior high will fail to make use of it.

McKown points out that the well known objections to school athletics center around over emphasis and poor organization and management. The danger in too extensive a program of inter school athletics lies in the over emphasis of athletics in the minds of the immature pupils of junior high age, and, thereby the "mechanics of education".

In closing I present a "Class Creed" worked out and used by L. L. Warren in his gymnasium classes in the Northeast Junior High along with the "Ten Commandments of Sport", illustrating the possibility of teaching incidental to the athletics of the school.

#### Class Creed

"We pledge loyalty and support to our school, Principal, and teachers—to establish in our school a spirit which will influence other students of the school to make a resolution of a like nature, thus assuring a successful year for Northeast Junior High School."

1. We will show by word and action that we are glad to belong to Northeast High School.
2. We will be attentive in the classroom.
3. We will be courteous and polite at all times.

4. We will promote a spirit of unity and "team work" in all enterprises.
  5. We will make the work as pleasant as possible for our teachers and principal.
  6. Our conduct out of sight of our teachers will not be different from our conduct in their presence.
  7. We will see that the name of our school shall not suffer from lack of sportsmanship on our part.
  8. We will back up our athletic team to the fullest extent—by our presence at the contests, and by our encouragement.
- The Ten Commandments of Sports or The ode of a Good Sport,—a suggestion taken from the sport page of the New York "Evening Mail". These are studied through with the gymnasium classes and posted where they may be read or the classes can be reminded of them as occasion demands.
1. Thou shalt not quit.
  2. Thou shalt not have an alibi.
  3. Thou shalt not gloat over winning.
  4. Thou shalt not be a rotten loser.
  5. Thou shalt not take an unfair advantage.
  6. Thou shalt not ask odds thou art unwilling to give.
  7. Thou shalt always be ready to give thine opponent the shade.
  8. Thou shalt not **under** estimate an opponent, nor **over** estimate thyself.
  9. Remember that the game is the thing, and that he who thinketh otherwise is a mucker and no true sportsman.
  10. Honor the game thou playest, for he who playest the game straight and hard wins even when he loses. For when the last great Scorer comes to write against your name He writes not that you've won or lost, but **how** you played the game.

### ORGANIZING THE CURRICULUM FOR A MAXIMUM OF PUPIL SELF-DIRECTION

M. E. Bruce, Principal East St. Louis, Illinois, Junior High School

It would seem appropriate in this discussion of the curriculum to give some reasons for organizing the work of the school for a maximum of pupil self-direction. If continuous education is to be an outcome of the school experience, then the school must set up and foster procedures that train pupils in ways of working independently on their own problems. Further, the effectiveness of education is measured today by the creative product of the individual. To go to the field of psychology for a reason, we find that desirable attitudes are more readily engendered in situations where the learner is free to plan, execute, and appraise his own efforts. This ideal is finding expression in teaching technique, and is no doubt responsible for most of the

self-administering tests and learning exercises in general use today. Such statements that pupils do not know how to study, that they lack initiative, and that they do not know how to apply what they have learned, call attention to the failure of conventional teaching, and prepare one to accept new procedures that promise experiences that can be generalized into power to deal with new situations. From the teaching point of view, it is an attempt to create an active enthusiasm for the work of the school by breaking the lock-step method of instruction and substituting in its place a method of providing for individual differences of ability in rates of learning. Individualized instruction is founded on the

principle of self-direction. For the procedure I am advocating, the ideal of self-direction is kept in the foreground as an energizing influence in developing a "mind-set" for the work of the school.

The curriculum that stands the test today should provide for a maximum of pupil self-directed activity, if the psychology of learning founded upon such principles as interest, satisfaction, purposeful activity, and other instinctive factors is to play a significant part in controlling the learning processes. The obligations of the curriculum-maker are not to get completely away from traditional practice, but rather to supply the new demands most effectively. An intelligent approach to the problem of curriculum construction would seem to require, first of all, that we try to clarify and formulate the social ideals, of what Dewey calls the democratic movement, into teaching objectives. In this sense, the school must be patterned after real life, with such modifications as are necessary to achieve the outcomes stated in the teaching objectives. The second step of the problem is that of determining the learning activities that should engage the pupil in acquiring definite controls of subject matter. These two aspects of curriculum-making, the formulation of desirable objectives and the selection of learning activities which utilize significant subject matter, are so vitally tied up with teaching that the classroom teacher finds himself engaging in reconstructing the curriculum and ready to share the work of the wider problem of the curriculum specialist. It is obvious that well-defined objectives and carefully selected learning activities will produce purposeful teaching for those who are serious

about their work, and it is my opinion that the improvement of teaching in the junior high school is due in part, at least, to the enlistment of its teachers in a study of the new curriculum.

#### **Objectives and Learning Activities**

Two considerations appear for discussion. First, logical arrangements of subject matter do not provide experiences for developing specific types of outcomes. Procedure values lie at the heart of curriculum-making if the child is to be related effectively to the materials of instruction. The point of emphasis is that the curriculum is made up of "learning activities" in place of compiled lists of subject matter. The textbook materials of the self-directed school are simply building materials to be employed in a creative development. Second, acceptance of the principle that "abilities to be engendered" are the teaching goals of the school, adds to our problem the necessity of finding out what abilities are desirable. A number of workers in the field of curriculum construction have listed the particular abilities which our schools should seek to engender. For example, Bobbitt in his recent book, "How to Make a Curriculum", lists a large number of abilities as objectives for the various high school subjects. Charters would have us analyze the many duties that adults now perform for the purpose of ascertaining what abilities are necessary for the satisfactory participation in the affairs of life. Any analysis of human life shows a number of specific activities in which people engage. A further analysis discloses, besides the knowledges and skills required, the attitudes, ideals, and appreciations that men need to round out their education to the point of greatest social efficiency. The most satisfactory

way to arrive at a determination of the objectives, it appears, is through activity analysis of social needs. At this point, we are confronted with two sets of teaching objectives, namely, the ultimate objective or general aim of the subject and the proximate objective or the specific controls of conduct to be acquired by the pupil. Let us go to the field of reading for an illustration. Take the aim, "To acquire the habit of reading as a leisure time activity" as an example of the ultimate objective. On the other hand, the aim "To increase the rate of reading", or "To acquire the ability to read rapidly and pick out the essential facts" belongs to the group of proximate objectives. Some confusion is certain to crowd into our thinking when we attempt to classify teaching objectives, but fortunately the success of the procedure I am advocating does not depend upon an exacting classification. One needs only to discriminate for the purpose of selecting learning activities. In the case of the first objective cited, the activity should center about the dominant interests of the pupil, and satisfy his instinctive nature. Stories of adventure, fighting, invention, and love are some of the types of literature that satisfy the adolescent and, therefore, are appropriate material to cultivate the reading habit. In the case of the second type of objective, the activity should make a demand upon the pupil's acquired habits of reading by engaging his observation, challenging his judgment, and testing his facility at calling or recognizing words. The controls sought in this connection will be acquired by engaging in a pattern activity such as reading at the rate of 300 words per minute and then reporting on the important facts.

### Learning Activities Organized Into Contracts

The chief concern of the self-directed school centers around the learning activities which approximately free the pupil to teach himself. This instructional material which engages the pupil in the learning activities is presented in pedagogical units for teaching purposes. These units may or may not correspond to the arrangements of the subject matter in the basic texts. The aim is to provide productive activity with materials sufficiently comprehensive, unified, and significant to produce a desirable outcome. The distinctive development has been the building of "Job Sheets" of the curriculum with the objectives and the accompanying learning activities arranged into an integrating unit on four levels of difficulty. These "Job Sheets" are mimeographed and given to the pupil. They give direction to his work by engaging him in appropriate learning activities. The creation of the "Job Sheet" is a simple matter. Determine first the teaching objectives, and then list the learning activities to accompany them. An illustration from a "Job Sheet" in arithmetic will give point to what I am saying. The illustration: Aim—To acquire a knowledge of the common "Commercial Paper" used in business transactions.

1. Make a check payable to one of your classmates and show the indorsement that should be made if the check were used to pay the grocery bill. Illustrative material, pp. 96-98.
2. Explain to the class the table on p. 93.
3. Make out deposit slips for examples 1 and 2, p. 98.
4. Write a promissory note.



5. Solve problems 1-3-5 on p. 23.

It is obvious that the text, open before the teacher engaged in constructing a "Job Sheet," will give direction to his planning and shape the content of the "Job Sheet" to be placed into the hands of the pupils. It is also apparent that texts will need to be supplemented if the teaching objectives have been carefully selected.

This organization of instructional materials and the procedure of teaching are adaptation of the "Contract Plan" of instruction advocated by Prof. Miller of the University of Wisconsin. First of all, in such a scheme are the common essentials of each subject unit which we regard as the minimum contract for a passing grade. The additional contracts are an enrichment of the subject and demand progressively higher types of learning activities. To illustrate further the "Contract Plan," we can do no better than to give Mr. Miller's own illustration of "thinking" the contract.

"In order to create the conception, it is well to start the 'Contract Plan' . . . by drawing three concentric circles. The first essential principle to be gripped may be illustrated by resorting to Huxley's suggestion. Throw a pebble into a pool and a wave goes out . . . The wave is likened unto a principle, a central idea that may go out disturbing individuals differently at different points in ever-widening circles. There is no upper limit . . . Out to the limits of the inner circle with a mastery we are saying a mark of 'Fair,' will be earned. Out to the limits of the second a mark of 'Good,' and out to the limits of the third circle a mark of 'Excellent' will be earned. There will be all sorts

of overlapping. These circles will shade into each other . . . It is important to note that at the center appears an idea, a dynamic principle, which becomes the pulsating core of the entire contract on all three levels."

The differentiating element in the contract is "ability to do". The pupil carries his own activity as far as he is able to go with mastery of some developing principle. It should be the intention of the curriculum-maker of the Contract Method to provide real challenges of different types of intellectual activity. The additional contracts should be more than just "intellectual busy work". There should be demands for new knowledges, new organizations, and new evaluations. There must be enrichments for the pupil in working through the additional contracts or otherwise there will be too much time spent in "overlearning" by pupils who do not need the additional practice.

#### Contracts Provide for Individual Differences

The curriculum of the self-directed school is constructed for a teaching procedure surcharged with the idea of making provision for individual differences of ability and securing essential mastery of something. The "Job Sheet" is a curriculum built for the pupil and not for the teacher. It solves the problem of relating the pupil to the instructional materials by providing for the different rates of learning within a class group. If the pupil can master only the work of the first contract, then that amount of work becomes his "minimum essentials" (not the teacher's determination of the minimum essentials) of a comprehensive "Unit of Learning". The entire unit of learning stands as a challenge to effort and productive results; there is no need for the segregation of "ability groups" on

(1) Miller, H. L. *Creative Learning and Teaching*. New York: Charles Scribner's Sons.

the basis of IQ's and EQ's, for no one can tell what possibilities of success lie just ahead for any adolescent "geared up" in a challenging environment. The plan does not contemplate the mastery of all four contracts by all the pupils. It does aim, however, to offer real challenges to all pupils to work up to capacity. The time element enters into the "Contract Plan" of learning as in other procedures by requiring pupils to complete a unit of work within a reasonable period of time, but it does not force them beyond their stride or ability. The ideal of the plan would find the rapid learners completing the last contract at the same time the slow learners are completing the first contract. It is surprising how well teachers can approximate the ideal in planning "Job Sheets".

The general effect upon the distribution of marks has been that of placing more pupils in the upper scholarship ranks. In the class groups where the grades conformed fairly closely to the normal curve of distribution before the Contract Plan was introduced, approximately twice as many pupils have received the highest mark, or Excellent, for the quarter's work. From a statistical study of the records we found that 70 per cent of the pupils made better grades under the Contract Plan of instruction. In some instances, the "Inferior" pupils have become "Excellent" pupils. A desirable result is the tendency to eliminate failures. We can say with certainty that the number of failures has been reduced. To the person who is inclined to judge teaching statistically, we should make the upper contracts a little more difficult.

A word at this point needs to be said concerning the "awakened interests". Any "organized" group of adolescents will now and then show outcroppings

of knowledge and find interest in productive forms of work not set up in the "Job Sheets". It is the business of good teaching to incorporate these findings into curriculum material for engaging pupils in purposeful activities. Every experienced teacher knows how enthusiastic pupils become in carrying forward some self-initiated activity. It is the first intention of the self-directed school to challenge the creative impulses of boys and girls, and then stand by, directing of course here and there, as they proceed with the development of some self-initiated problem or project. An eighth grade class in English became interested recently in the life of Lincoln. A boy aroused the interest of the class by asking if he might tell about his visit to Lincoln's tomb. This was not in the "Job Sheet," but the motive grew out of the interest in Lincoln's birthday, which was to be observed on the following day. A free discussion on the life of Lincoln for about three minutes "energized" the group for the next day's work. The teacher made no assignment. The class president announced that each pupil should present something the next day that would be of interest to the class. This seemed reasonable, and the teacher allowed it to stand as the assignment. All of the thirty-four pupils contributed something. Five boys were eager to recite the "Gettysburg Address" from memory; one boy brought a newspaper published the day following Lincoln's assassination; seventeen brought pictorial illustrations from papers and magazines portraying some act of Lincoln's; three gave short biographical sketches; two read copies of letters written by Lincoln; two read poems that immortalized his life, and two others read original poems. Surely no teacher would have assigned such a

lesson. The motive for expression was strong. The interest generated carried many of them farther than the class period. Many library books appeared as evidence of the "awakened interest".

It is obvious that many desirable objectives might be realized by encouraging the self-directive spirit in the work of the school. Many poems, short stories, and dramatic sketches have been produced in the classes where the interest-leads have been the basis for productive work. Hughes Mearns, in his recent book, "Creative Youth", gives an account of a five-year experiment in which there was no course of study; a challenging teaching environment stimulated the group to engage in productive work, much of which was of the creative type.

All subjects of the junior high school do not lend themselves so readily to the creative spirit as does English. There will be numerous occasions, however, in general science to allow a free hand in carrying further some investigation or applying some scientific principle in a creative way. It would be interesting to enumerate here the many things that pupils construct and bring to class. It gets to be a sort of contagion to make things when pupils are told it's up to them to demonstrate a scientific principle. The social studies often lead the class or a good portion of it beyond the work of the "Job Sheet". A rather extreme case to report is that of an eighth grade boy who read the whole of a college text on the "History of Education in the United States" and gave a creditable review of the book of the book before the class. The class project was the history of the development of education in the United States. In another situation after the same class had studied the World War, a boy

asked the class if he might use the post card projector in showing some war scenes. Permission of course was granted. This made others anxious to contribute something of a special nature.

Just what they would contribute no one knew. After some discussion a motion was made that each pupil bring to class some item of interest about the War. Since pupils were free to select their own contributions, most of them reported on topics they had read or read clippings from magazines and papers. One boy read an account of the opposition to the War of the German Ambassador to England; another read an editorial on Bismarck as the founder of the German Republic; still another told about "Hog Island's" being the largest ship yard in the world in 1918; others told of the achievements of the "Rainbow" and "Sunset Divisions" and of a memorial shaft erected to the first three American soldiers to fall in battle; a group of girls told of the welfare associations; and three boys closed the period by giving descriptions and accounts of the inventions of destruction used in the War.

It has been previously stated that a distinctive feature of the self-directed school is the "Job Sheet of the Curriculum". It is the core of the subject matter and all teaching revolves around it. It is advisable to start the entire class on a new "Job Sheet" or "Unit of Learning" at the same time but no attempt is made to keep the pupils together within the unit. There are no assignments in the usual sense. As long as a challenge remains ahead the pupils directs his own efforts in ways of mastering it. Advancement is made as mastery is acquired. The pupils are advised to budget their time in harmony with their own rates of work.

In the matter of school marks, conventional ratings are assigned on the basis of the mastery of a "Unit of Learning", that is, on the number of contracts mastered. The procedure is fairly simple. All pupils work out Contract I, but not in lock-step. When satisfactory mastery of the first contract is attained, a mark of "I" (Inferior) has been earned, the lowest of the four pass-marks in our rating scale. For continuing the work further and for the mastery of the second contract, a grades of "G" (Good) is assigned, and "S" (Superior) is earned for the mastery of the third contract, and an "E" (Excellent) for the mastery of the fourth contract. To these ratings may be added + 's and - 's to agree with the teacher's impressions of the quality of the pupil's work.

#### Diagnostic Tests for Pupil Self-Appraisal

Certain knowledges and skills in the curriculum are needed by every pupil. If the principle of self-direction is to have a conspicuous place in the learning activities of the school, then there must be some means for the pupil to appraise his own achievements. What knowledges and skills should come out of the learning activities? These are the problems of every curriculum-maker but for the procedure I am advocating the pupil must be able to check the outcomes of his intellectual activities in order that he may engage in remedial learning where mastery is lacking. In the learning activities set up in the "Job Sheets" the "end in view" is suggested for it puts before the mind the thing to be done. This is the pupil's first clue to a discovery of mastery. It is a part of the "game" for the pupil to assume responsibility in judging his mastery. But something more is needed. This additional

aspect of the curriculum for self-direction takes the form of diagnostic tests. These will partake of the nature of objective standardized tests. It is necessary that the tests be quite objective; there must be only one possible right answer.

The multiple choice and completion tests are the types that are the most satisfactory as they have a higher diagnostic value in determining the needs for remedial instruction. The use of the tests is simple. When a pupil announces to the teacher that he has completed a contract the teacher hands him a typewritten test and a blank sheet for writing the answers to the test. As soon as the test is completed the pupil is given the Key to the test, and he proceeds to score his own achievement. If the right answers are not made to all the test exercises, the pupil discovers his weakness without being told by noting his failure on the test exercises; he then sets out to acquire the needed knowledges and skills. In most cases he will accomplish this without teacher guidance. As soon as he makes 100% on the diagnostic test he is allowed to take up the work of the next contract. Some suspicion may be lurking in your minds about the fellow who is disposed to cheat. In general such pupils soon learn from experience that mastery depends upon performing completely all the learning-activities and checking themselves accurately on the self-scoring diagnostic tests since the mastery test that follows will determine their progress and final rating.

#### The Recitation a Learning Period

It was stated earlier in this discussion that procedure values lie at the heart of curriculum-making. The class period in the school organized for a maximum of pupil self-direction becomes a learning period in place of a reciting period.



An illustration drawn from the observation of a ninth grade class studying Community Civics will help to envisage the class period. The chairman of the class asked, "What do you want to know?" A boy said that he did not understand the Federal Reserve Bank System. Several hands went up. The boy who stated that he did not understand the Federal Reserve Bank System called upon a pupil to explain it. Others indicated that they were not satisfied with the explanation. Two other pupils contributed before the teacher considered the explanation complete. Pupils are encouraged to challenge one another's statements. They address their remarks to one another. The socializing experience is apparent in their procedure. In this particular instance the class had engaged in discussion for less than five minutes. The teacher had played a small role up to this point. Everyone of the twenty-seven in the class next settled down to his particular task. Nine pupils engaged in taking the self-scoring diagnostic test on Contract I, three worked on the diagnostic test for Contract II, eight engaged in the learning activities of Contract I, three with Contract II, and four were busy with the mastery tests of the entire unit. The teacher did not assign anyone to his task; each pupil engaged in whatever was the "next step" for him.

As soon as one activity was completed another was started. There was freedom of movement on the part of the pupils in going for the tests, or the keys for scoring them, or in consulting the teacher about the work. A pupil might engage in three or four activities during the class period. There might be some learning activity to complete which would take up the first part of the period; a diagnostic test might

follow; some remedial work might be necessary, and finally a mastery test might complete the period.

The teacher in this class period gave suggestions to those who wanted help.

Some time was spent in observing the work habit. Often she questioned a pupil about his progress or added suggestions for bettering his work. When not engaged in helping pupils, the teacher scored test papers that had been left on her desk. During the class period seven pupils went to the teacher for help and brief conferences were held with three others that she suspected needed guidance.

One more illustration will help in showing how the class period becomes a learning period by engaging in remedial learning. A boy had failed in the diagnostic test on the problem,  $9X^2-6X+1$ . The problem was an exact type of the practice problems in the text for factoring a perfect square trinomial. As soon as the boy finished scoring his test took up immediately his test in algebra and turned to the practice problems in missed and engaged in solving several factoring. He found the type he had as his 'next step' in a mastery of factoring.

#### Pupil Reactions to the Procedure

An attempt at appraisal of the procedure I am advocating seems to warrant the following conclusions from the results obtained: (1) The ideal of self-direction appeals to adolescent children and creates a more favorable attitude toward the work of the school; (2) The experience of the pupil in directing his own learning habits is the type of experience that will always be needed in meeting new situations. It would seem that the "identical elements" that condition transfer are the elements of habits required for effective learning; (3) Adequate provision is made for individ-

ual differences. The Contract Plan contemplates educating up to capacity and in this respect is more desirable than the ability grouping plan which sets only a minimum contest without the lure of further achievement. The Contract Plan assures mastery of the "Common essentials", (4) The administration of the plan is extremely simple. It is intended for the usual type of school organization with its schedule of classes and heterogeneous groups; (5) Pupils like the plan. Such statements as "I'm learning more under this plan", or "You have to get your work to pass",

or "You know exactly what you have to do to get a certain grade", or "You know exactly what your weakness is when you take a diagnostic test and have a chance to learn the things you fail on before the examinations for grades are given", show how pupils react to the procedure; (6) Failure is almost eliminated and more pupils get on the Scholarship Honor Roll; (7) Teachers accept the Contract Plan as a workable solution of providing for individual differences and declare it to be more effective than traditional procedures.

### DENVER ADVISORY PLAN

Baker Junior High School, Denver, Colorado

(This Denver outline is given just as it is used by the advisers of boys and girls. It represents the ideal type of contribution for this publication. The length of the outlines seemed a hindrance at first, but the editor is convinced that the cases are worth double the space they occupy here.)

#### DENVER PUBLIC SCHOOLS

Baker Junior High School

#### GIRLS' ADVISORY

1928-1929

To the girls of Baker Junior High School:

We welcome those of you who were here last year and wish you all success in the present year. We hope you will strive even harder than you have in the past to build up Baker's ideals and to live up to the best that is in you. We hope that you will welcome the new girls in the school, both those who have recently moved into our district and those who have come to us as 7B's from the elementary schools. Help these new girls to live up to the best in them for their own advancement and for the good of Baker.

We welcome all the girls who are new to Baker. We want this school to be your school. We want you to enter into the activities of the school and

make many friends.

Last spring the girls of Baker made out a list of problems which girls face and which they would like to discuss in the girls' advisory periods which occur once in two weeks. These problems have been prepared as "Case Studies" and will be presented to you for discussion. Each one of these cases is actually true and has really occurred here in Baker. Of course, no names are mentioned, and many of the girls who had these particular problems have left Baker; but the problems still remain. Each girl in Baker faces some one of these problems and we want you to have help in solving them. If your particular problem is not helped by general discussion, talk it over privately with your home room teacher or with the adviser.

Remember, we are all working together for your good and for the good of Baker and we need each others help.

May this be your happiest and most

successful school year so far. Working together, we can make it that.

Sincerely yours,

MARY E. MORRIS,

Principal.

M. EUGENIA WALKER,

Girls' Adviser

### CASE I

"A" attends junior high school. When she goes to class she whispers to the girl in front of her, "May I borrow a pencil? I lost mine in the hall." The girl across the aisle hears this request, "Pst, may I borrow a piece of paper?" Then she turns around and says to the girl in back of her, "Move your book so I can see it; I left mine in my locker." She borrows erasers, rulers, even lessons.

#### Discussion Questions:—

Should the persons whom "A" asks for material lend it to her?

Are they helping her or harming her?

How can she overcome this bad habit?

How do we know this is a bad habit?

What influence will it have on her class work?

What influence does it have on the attitude of her classmates toward her?

### CASE 2

"B" is a girl whose father and mother both work. She goes home from school, does the housework, gets supper ready. Her father and mother are tired when they come home. The mother has a great deal of work to do, sewing and mending. There are no brothers and sisters. "B" wants to go to the show in the evening. If she doesn't get to go she pouts, storms about, teases, and criticizes her parents. Often her parents let her go, partly because they think that she has been a helpful girl to do the work after she came home from school, and partly because there is peace and quiet after she leaves. "B" goes to the show three or more times a week.

#### Discussion Questions:—

How many times a week may a girl go to a show without injury to her health, school work, eyes and morals?

If both father and mother have to work to keep the home, how much money can justifiably be spent on picture shows?

What other uses could be made of the time spent in the show?

To what other uses could the money be put?

Does continual show-going show that the girl doesn't have enough interests?

What other interests could she have?

If "B" makes the home atmosphere unpleasant when her requests are refused, is she being just to her parents?

### CASE 3

"C" goes to the picture show alone at night. She often tells her mother that she is going over to "M's" house, but instead she goes to the show.

#### Discussion Questions:—

Should "C" go to the show alone?

What harm might come to her?

How should she conduct herself in case she does by herself?

Should she tell her mother she is going one place and then go a different one?

Is she square with herself and her family?

Would it be better for "C" to talk over the question with her mother rather than have some neighbor tell the mother and then have the mother question her daughter?

### CASE 4

"D" meets many new people but she has few old friends. Whenever a friend says that she likes a certain game, or likes to go to the mountains, or likes a certain person, "D" makes such remarks as these: "I don't see why you like to play tennis. Now I like croquet. It's much more interesting!" "Why don't you go to the park instead of to the mountains? I like the park much better." "Oh, I guess she's all right, but-----." -

A typical conversation with "D" might be something like this:

Friend: Oh I just love to see \_\_\_\_\_. He is my favorite movie actor.

"D": What can you see in him? He bores me so that I can scarcely sit through the picture. If you liked \_\_\_\_\_ I could understand it, for he is my favorite.

Friend: Let's walk down \_\_\_\_\_ street, it's so pretty and shady.

"D": I don't want to. Let's walk down \_\_\_\_\_ street.

Discussion Questions:—

What does "D" do that isn't pleasant?

How can she overcome this bad habit?

Do you think her friends could help her realize that she is inconsiderate? Should that help her?

Should she go to the other extreme and never give an opinion of her own?

#### CASE 5

"E" is a girl who really likes to have friends and who likes to know a great many people; but instead of looking for the best in them and mentioning that when talking about them with other people she mentions the unpleasant things. Even her best friends are severely criticised when they are absent. When she is with "F" she will tell her that "G" is so selfish, that she won't play any of the games the other girls want her to. When she is with "G" she says, "F" was at my house the other day and she said she didn't like the way you combed your hair. She said that you and your sister didn't get along very well."

Discussion Questions:—

What other topics of conversation could "E" find?

Will "E" have many friends if she continues to talk about all of them?

How can she break herself of the habit?

In what ways can her friends help her?

#### CASE 6

"F" was absent from school when the notebooks in \_\_\_\_\_ class were handed in. When she returned the teacher asked for the notebook. "F" brought a notebook to Miss Blank to be graded. The notebook had "F's" name on it; but the teacher recognized the material and the writing as belonging to another girl. Miss Blank sent for the girl and asked for the notebook. The girl said, "I loaned it to "F" but I'll ask her for it and then bring it to you." After a further investigation the teacher proved that "F" had handed in a notebook that she had not done herself. At first "F" denied it; but finally said that she didn't have time to do hers so she thought she would just hand in the one she borrowed.

Discussion Questions:—

Should "F" have handed in a notebook done by another person? What reasons have you for your answer?

Should "F" be permitted to make up the work?

What grade should the teacher give "F" in Citizenship? In Scholarship?

Should the matter be reported to the home room teacher? To the home? To the principal?

Since "F" had handed in the notebook she have admitted the deception at once when questioned by Miss Blank?

#### CASE 7

"G" is just entering a new school for the first time. The school is a larger one that she attended before. She has always lived in a small town in which she knew everyone. She knew almost all the children in the school and all in the Sunday School. In the new school she goes from one room to another; she has many different teachers; she has subjects to learn that were not taught in the school she previously attended; she knows no one in the Sunday School



class she will attend. "G" likes people, she enjoys having friends, she likes to walk to and fro from school with play-mates. She feels lost. All the faces are strange, even the streets and houses seem to jeer at her as she walks down the streets. All the other children seem to know each other, she knows no one.

**Discussion Questions:—**

If you were "G" how would you go about making friends?

Were you ever in the same situation that "G" is? What did you do?

If you were one of the "other children" would you try to help "G"? How?

**CASE 8**

"H" is sixteen years old. She is a nice looking girl, always clean and neat. She does her lessons well, recites when called on; but the teacher noticed one day that she was always alone. When questioned about it she was very reticent, but finally said that the children made fun of her because she was so tall and because she was too old for the grade. Her classmates hadn't stopped to realize that she was in the 7B grade through no fault of her own. She was ill several years and couldn't attend school. When she was able to attend her friends were in high school and she only in junior high. She just "hates" school because the children make fun of her; but she thinks that when she gets to high school it won't be so bad because there will be many other very tall girls there and she won't be noticeable.

**Discussion Questions:—**

What attitude should children take toward "H"?

What attitude should "H" take toward her classmates?

Can "H" be made to realize that she is doing the strong thing by going to school and trying to get an education even if she is behind those with whom she started?

Can she be made to accept her tallness as an advantage and be proud of it?

**CASE 9**

"I" decided to play truant from school. She decided that if she were alone in it she would get too much blame if she were caught, and besides it would be more fun if she had a friend with her. One morning on the way to school she said to her friend, "J", "Let's go down town today instead of going to school." At first "J" wouldn't agree to it; but after much persuasion "I" convinced her that "no one would ever find it out and even if they did find it out they wouldn't do an awful lot to us." Both girls went down town, they went without lunch and spent their lunch money on a picture show. They reached home at the regular time, but their mothers had found out that they had not been in school.

**Discussion Questions:—**

Should "I" have used her influence over "J" in the way she did?

Should "J" have gone with "I"?

What method would you take with the girls so that they would not repeat the offense?

What was wrong about their playing truant?

What was the influence on classmates?

What was the influence on parents?

**CASE 10**

"J" was walking to school one morning with her friend "I". Before they reached the school house "I" suggested that they play truant. "J" had never played truant. Her mother trusted her and thought that she could always do so. "J" did not really want to play truant. Even after she and "I" were on their way down town she wished that she had not yielded to temptation and that she had gone on to school. All day she kept thinking about school, about her classmates, and about her

mother. She really did not enjoy the day because she knew she had not done what was right. When she reached home her mother said, "Where have you been?" "J" wanted to tell her mother the truth, but she had promised "I" so she said, "At school", and started to go to her room. Her mother, who had been worried all afternoon because her daughter was not in school, called her back and had a serious talk with her. "J" really was glad that her mother had found out, but she didn't know how to act toward her or toward her classmates the next day.

**Discussion Questions:—**

How can "J" train herself so that she will be able to resist temptation?

What should she have told "I" when she was asked to play truant?

Should she have tried to influence "I" to go to school instead of staying away herself?

**CASE 11**

"K" keeps her locker in an untidy condition. When she goes to class she has to hunt through a pile of books, tablets, boxes, old paper, rubbers, and tennis shoes in the bottom of her locker. She has no definite order in which she keeps her books. Many times she arrives in class with the wrong book. Sometimes there are so many things in her locker that they spill out on the floor. They become soiled, her tablets have the corners of the leaves bent and torn, her pencils roll under the locker, and her homework papers become misplaced. Her locker mate is usually in despair, for "K" is so careless that she often leaves no hook free for her partner's coat, and quite often throws her books in the upper part of the locker.

**Discussion Questions:—**

How can a locker be kept in order?

Is there any definite plan for putting belongings in a locker so that they can be found quickly?

What consideration should be shown a locker mate?

How often should inspection of lockers be made? Who should inspect lockers?

What effect does the untidy locker have on "K's" school work?

What effect may the untidy locker have on "K" herself?

**CASE 12**

"L" doesn't like to go to bed. Every night she has to be reminded that bedtime has come. In response to her mother's reminder she says, "Oh, I'll go in a minute." The minute comes and goes and still "L" finds something to do. Her mother reminds her again. The same reply or one somewhat like it is given by "L". This happens many times. Finally "L" and her mother both become cross. Often "L's" father has to remind her also. By the time "L" finally goes to bed the entire family is worn out and no one feels very pleasant or happy.

**Discussion Questions:—**

How can this situation be avoided?

Should "L's" parents be entirely responsible for getting "L" to bed?

Should "L" have a definite bed time and go to bed when that time comes?

What effect may the conditions under which "L" is forced to go to bed have on the quality of her rest?

Is a junior high school girl old enough to take the responsibility of going to bed at a certain time?

At what time should a junior high school girl go to bed?

**CASE 13**

"M" was ill when she was a baby and as a result of that illness is quite lame. She cannot take part in the games played by her classmates. Often she cannot keep up with them as they walk to school. She cannot dance or run. Some of her classmates are careless. They often make fun of her and call her nicknames such as "Limpy," "Slow poke," "Hippy," and others which

refer to her lameness. This often causes "M" a great deal of unhappiness even though she is able to hide it. She always tries to be cheerful.

**Discussion Questions:—**

Is it kind for boys and girls to call "M" nicknames which refer to her lameness?

How should "M's" classmates treat her?

Is it possible to consider a person apart from some physical handicap?

Is "M" entitled to friends even if she is lame?

Can character make up for a physical drawback?

**CASE 14**

Two girls were talking when "N" came up and said, "Have either of you a pencil? I forgot to get one at the store, and I just have to have one. I'll give it back to you tomorrow."

One of the girls loaned her a pencil, then said to her companion, "I'll never see that again. "N" never returns anything she borrows of me."

**Discussion Questions:—**

Should one be conscientious about returning borrowed articles?

How do you feel about people who do not return books, paper, or pencils borrowed from you?

If you have borrowed paper from a friend many times and have never paid it back is she justified in refusing to lend you more?

**CASE 15**

Whenever "O" comes in the door all the boys and girls look at her. She thinks, or likes to think, that they look at her with admiration, but what they really think is: "I don't see why she uses so much 'stuff' on her face. She'd be a pretty girl if she'd leave that off."

The fact is that "O" uses too much rouge, lipstick, and powder—Instead of being proud of her lovely skin and trying to preserve it, she covers it up with a thick layer of cheap cosmetics.

She has no mother and as a result she thinks too much of her own judgment about what is suitable for a girl of junior high school age. Her father works and leaves home in the morning before "O" is ready for school, so he does not know how she looks.

She is making the wrong kind of friends and is attracting attention on the street.

**Discussion Questions:—**

Since "O" has no mother and her father does not take time to see how she paints her face, who can help her realize that she is wrong?

Who can help her get a true idea of attractiveness?

Why should she not use too many cosmetics?

What reason does your mother give you for asking you to use very little?

Is the school justified in forbidding "O" to appear "painted up" during school hours?

**CASE 16**

While "P" was in the elementary school she expected to go to a certain junior high school to which all the pupils in that school went when they reached the 7B grade. The summer after "P" finished the 6A grade her family moved into a different school district. When she started to school in the fall she found that she had to go to a different school. The school which she entered was housed in an old building, the classrooms were not as modern as those of the school she had expected to attend. The building did not have all the modern equipment the other building had.

"P" was cross about it. Instead of finding out the splendid things that were being done in that school, instead of making numerous friends among the fine children who attended, instead of becoming acquainted with the teachers who were doing their utmost to make

up for the drawbacks of the building itself, instead of realizing that all building in a city can't be new, she found fault with the school all the time. She complained at home, she told her former classmates all the drawbacks of the school, and was sullen in classes, refusing to take part in home room meetings and clubs.

Discussion Questions:—

Why should one be loyal to her school?

What harm is "P" doing herself by her attitude?

How is "P" harming the school?

CASE 17

"Q" borrowed a book from a friend. When she returned it there were several grease spots on the cover, showing that it had been handled with soiled fingers. Several leaves had been folded over on the corners where she had marked the place when she stopped reading. A number of pencil scratches inside the front cover betrayed the fact that "Q" had left the book where her baby sister could reach it. The book had been given to her friend as a Christmas present by her aunt. When she saw the condition of the book when it was returned she felt sorry. She was a careful girl herself and liked to keep her belongings clean. She did not want to have her aunt think that she had been so careless with the book; but neither did she want to say, "I didn't spoil the book," for if she did she would have to place the blame on someone else.

Discussion Questions:—

Would you like to lend a book to "Q"?

How should "Q" treat books when she borrows them?

Would it be a good plan to put a cover on the book and make sure that her hands were clean before picking it up?

Would the "Golden Rule" be a good one to follow in returning borrowed articles?

CASE 18

"R" went with her mother to the store to purchase a new dress. The dress was to be worn to school. "R" didn't have many new dresses during the year and she knew that she would have to wear the dress a long time. Her mother wanted her to have a dress she would like.

Discussion Questions:—

What consideration should be made in selecting the dress?

A domestic arts director gives the following points:

1. Durability
2. Suitability
3. Becomingness
4. Price
5. Need of its purchase

Do these cover all the points which in your opinion need to be considered?

What materials would be suitable for a school dress?

CASE 19

"S" wrote a note to "T" and placed it on her desk during class. "T" did not read it because she was interested in the lesson. After class "S" would not speak to "T" because the note had not been answered. There was nothing in the note that could not have been asked in the passing period between classes. "S" finally spoke to "T"; but it was to accuse her of not liking her and of being snobbish, just because she hadn't answered a note that never should have been written. Both girls were unhappy several hours because of this little incident. Their class work suffered. "T" could not recite once when called on by the teacher because just at that minute she had been wondering whether she could "make-up" with "S". "S" wrote another note. "T" answered it. Many notes were written and it became a custom to write notes to each other asking, "Where were you last night?" "Do you like English?" "Can you come over tonight?" and oth-



er questions on the same order. Grades dropped because time that should have been spent in study was spent in note writing.

Discussion Questions:—

Should these girls continue to write notes?

What results have you known to come from note writing?

Can a girl pay attention in class and be thinking of notes at the same time?

Does note writing influence only the one who writes and the one who answers?

#### CASE 20

"U" has been told evil stories by some of her companions. These stories she knows are unclean and she does not want to think about them; but she does not seem to be able to get them out of her thoughts. She thinks of them when she is trying to read, when she is trying to study, and even when she is at play. They bother her because she does not want to have unclean thoughts.

Discussion Questions:—

How can "U" get away from these unclean stories?

How would you feel toward the person who told you evil stories?

Do you think it would be a good plan for "U" to talk over the contents of these stories with her mother?

How can "U" fill her mind with clean thoughts so there will be no room for the unclean?

Do you know of any books that would help her?

#### CASE 21

"V" is a girl who has very few conveniences at home. She is not clean. Her clothes are not always clean, especially her underclothes, and her body is not clean. The odor from her body is offensive to the girls who sit near her.

Discussion Questions:—

To whom should the girls who notice the unpleasant odor when they are near

"V" report the condition?

Should they make "V" feel unhappy by making "faces" or by making unkind remarks about her to each other in her hearing?

How should "V" accept help offered by the teacher or adviser who discusses the matter with her?

Should she admit frankly the reason for her uncleanliness?

Is a girl of junior high school age able to keep her own clothes clean if her mother is too busy?

Should a girl of junior high school age take a bath at least twice a week if it is inconvenient and there is no bath tub?

#### CASE 22

"W" is often absent from school. She is never really sick, she just "doesn't feel well" Usually she is able to go to the store or read a book, or perhaps help with the housework; but she just doesn't feel like coming to school. Her mother is sympathetic and lets "W" stay home more often than she really thinks she should. When "W" goes to the doctor he says there is nothing wrong with her.

Discussion Questions:—

How can "W" change her attitude so that she will want to go to school regularly?

If "W" went to school she would feel better by the time she reached school. How can she change her habits?

Sometimes "W" stays up too late just because she wants to. Which is better for her, to stay up late and then not attend school the next day, or to go to bed a little earlier and feel fresh and bright the next morning?

Should "W" give in to little indispositions or should she forget about it when she feels a little indisposed?

What effect will giving in to every little pain have on "W's" general attitude toward life and living?

#### CASE 23

"X" needs school supplies in the way of tablets, pencils, a ruler and eraser. Her father has been out of work for a long time. The parents cannot afford

to give "X" the money to buy school supplies. She has to help with the work at home so that she has no time to wash dishes for her neighbors and earn money for supplies. She has not wasted what money she had. She has not spent money for candy or for picture shows. She is distressed for she knows that if she borrows from classmates she cannot pay them back.

Discussion questions:—

To whom should "X" tell the difficulty which she faces?

If she has done her best should she hesitate to go to the adviser with her needs?

Should "X" borrow supplies from her friends knowing that she cannot return them?

Should she go to class without supplies?

#### BOYS' ADVISORY 1928-1929

To the boys of Baker Junior High School:

We are glad to see so many boys back from last year. We hope that you had pleasant vacations and that this year will be the best year you have had in Baker. We are also glad to see so many 7B boys. We want you to make this your school. We hope that the older boys will help the new ones whenever possible and all work together for a better Baker.

During the first three weeks, Miss Walker and Mr. Bennet expect to meet all girls and boys in small groups. Thereafter, on alternate Mondays, each will have their advisory periods in their home rooms, and with the home room teachers.

Case studies for the entire year have been prepared for use in these periods and are issued in this bulletin. Teachers should feel free to use this material either as it is, or with such additions as home room teachers consider advis-

#### CASE 24

"Y" likes all of her studies but one. She studies her lessons, recites well. She does all her home work on time and as a result gets good grades in all the subjects but one. That one she dislikes. She dreads going to class, she doesn't study, she lets her written lessons go until they are a week or so late, she never volunteers to recite, and as a result her grade is low.

Discussion Questions:—

How can "Y" learn to like the subject she now dislikes?

How can "Y" improve her grade?

What effect would a different attitude have on "Y's" grade in the subject?

Do you think "Y" could get a good grade in this subject if she does in the others?

able. We should be glad to hear the results of these case studies in character education.

Sincerely yours,

MARY E. MORRIS,

Principal.

A. T. BENNET,

Boys' Adviser.

#### CASE 1

"A" is in junior high school. He has one brother and one sister both younger than himself in elementary school. The parents are both working wishing to make it possible for the children to complete high school. "A" is wasting his time in school, he plays in class, is frequently tardy, and sometimes truant. When out of school he is in bad company, as his mother does not return until nearly meal time.

Discussion Questions:—

Do you consider that "A's" parents are getting a "square deal"?

What effect will "A's" conduct have upon his brother and sister?

In what ways could "A" help his mother and father?

Who is most concerned that "A" make good?

What does it cost to send "A" to school?

Can "A's" parents afford to have this money wasted?

What type of company should "A" keep?

### CASE 2

"B" is living with his mother who is working to support three children. She leaves home before seven each morning and arrives home late in the evening. On Sundays she washes and mends for her family. "B", however, takes no pride in his appearance, coming to school in his dirtiest clothes, regardless of the fact that his mother has provided him with clean, mended clothing. His hands, face, and teeth are dirty and his hair is never brushed.

Discussion questions:—

Is "B" a good representative of his home?

In what ways could "B" help his mother?

How will outsiders judge "B's" mother?

Is this a true judgment?

What effect will "B's" conduct have upon the smaller children?

What is the value of a good appearance?

### CASE 3

"C" is president of his home room. He is competent and tries to do his best while in home room. He is well liked by the pupils and has a reasonable amount of influence among his associates. There is another class in which "C" is not an officer. He thinks his responsibility has ended and proceeds to disturb his neighbors by acting up. Several boys, seeing "C's" conduct, behave likewise.

Discussion Questions:—

Is "C" responsible in this class also?

Should "C" followers imitate his conduct?

What should "C" do in this class?

Is "C" a real representative of his home room?

In what ways could "C" make a very useful citizen of Baker?

Should "C" expect the same conduct from others when he is in charge?

### CASE 4

"D" is thirteen years old. He has a paper route from which he earns about \$3.50 per week. He does not buy any of his clothes or books, but spends the entire amount. He smokes while waiting for his papers, going to and from school, and in the evening going to the show. He attends about five movies each week.

Discussion Questions:—

Is "D's" conduct the best for his health?

How many shows should he attend each week?

To what better uses could "D" apply his money?

Is smoking an expensive and harmful habit?

Why should "D" save money of his money each week?

### CASE 5

"E" has been excused from the room. Upon going to the basement he finds no one else there. He does not wish to return at once to class so amuses himself by drawing and writing on the walls. Having wasted ten minutes, he returns to class. Often times, he repeats this procedure three or four times per day.

Discussion Questions:—

Is "E" conducting himself as a good citizen?

What is the effect of "E" drawing and writing on the walls?

What should be the attitude of "E" toward the building?

If "E" wastes thirty minutes per day, what percentage of his school time is he wasting?

Is "E's" conduct fair to the other pupils?

If "E" carries this attitude into business, what will be the effect?

## CASE 6

"F" has been living within two blocks of the school. He has had a "home to lunch" form properly signed and returned and regularly goes home to lunch. Two months later the family move without notifying the office of the new address. It is too far to go home to lunch but "F" continues to leach each lunch period, spending his time in stores and over on Santa Fe.

Discussion Questions:—

Is "F" playing the game fair?

What should he have done when the family moved?

Why should his parents or the school know his whereabouts?

Is "F" taking advantage of anyone?

Do you think that "F" improves in his own estimation?

## CASE 7

"G" is not troublesome in some of his classes. He does not like assembly and does not try to enjoy it. Instead he looks bored and tries to disturb his neighbors. In the home room program he refuses to take part. "G" is really talented and could easily give a good account of himself in a program.

Discussion Questions:—

Does "G" show the proper attitude toward the assembly?

For whom are assemblies given?

What traits are present in "G's" personality?

Are these traits an advantage?

Is "G" the only one affected by his indifference?

## CASE 8

The home room of which "H" is a member is heartily entering the subscription drive for the Baker Junior News. "H" is somewhat indifferent but finally agrees to bring his fifteen cents, which he can afford, the following morning. He is absent that morning and the room needs only his subscription to make 100%. Two other boys donate the fifteen cents, one sup-

plying his lunch nickel for the purpose, in order that the room may be one hundred percent.

Discussion Questions:—

What is your opinion of the two boys mentioned?

Which are the better citizens?

How could "H" have avoided this situation?

Do the two boys show "school spirit"?

Which of the boys do you think felt better over the transaction?

Which of the boys would you rather

## CASE 9

The parents of "I" have given him fifteen cents for lunch. On the way to school "I" buys a package of gum, of which he immediately chews part. During his first hour class "I" is asked to place his gum in the basket, which he does and immediately begins on another supply from the package. Upon seeing "I" chewing again, the teacher asks him to remain after school, which he refuses to do, saying that he must work.

Discussion Questions:—

Does "I" have the proper idea of citizenship?

Is "I" right in refusing to remain after school?

Are "I's" parents getting a square deal?

How could all the trouble have been avoided?

Do you believe that "I" was rightfully asked to remain after school?

What principle is involved by repeating the gum chewing?

## CASE 10

"J's" mother is working everyday to keep him in school and consequently is away from home. When she leaves in the morning, "J" presumably, is going to school. This he does not do, but plays and loafes all day until nearly time for his mother to return from work. Then he hurries home and tells his mother that he has been ill all day. She



sympathizes, writes his excuse and he returns to school the following day. This happens over a dozen times each semester.

**Discussion Questions:—**

In what ways is "J" wrong?

What traits of character is "J" showing?

How much of his school work is "J" missing?

Does "J's" mother trust him?

Does "J" return the trust?

Is the loafing and playing good for him?

**CASE 11**

"K" is an 8A pupil. He has done very good work during his three preceding semesters and has very competently held several school and class offices. During his last semester in Baker, he is elected president of the All Boys League and has been given several other responsibilities. He neglects his lessons; evidently thinks he is entitled to good grades because he is in class; and conducts himself as though very much impressed with his own importance.

**Discussion Questions:—**

Is "K" a real citizen?

Do you respect people of this kind?

How would you prefer that "K" conduct himself?

What conditions develop this attitude?

We stress being a good loser, but is it just as important to be a good winner?

What attitudes are being developed in "K's" makeup?

"L" is fifteen years old and is rather large for his age. He has been noticed fighting in the halls. This has happened three times, always with smaller boys. Complaints have been made about "L" tripping and pushing little boys in traffic. In the boxing class he is backward and has not been willing to put on the gloves with any of his class. Being rather sullen, he is ignored by his classmates.

**Discussion Questions:—**

How would you classify "L's" conduct?

Is he developing the proper character?

What is the effect of his conduct upon other peoples opinion of him?

What would you imagine his conduct at home?

What would help "L" to change his ways?

**CASE 13**

"M" is an 8A boy doing D and E work. His mother is working to keep him in school. He has been truant on three occasions but has made up his time and as much of his work as possible. One evening on his way home from school he finds a pocketbook and immediately returns it to school, stating that he had looked inside and had seen three dollars and the owner's card. This boy returned the purse and money, although no one saw him find it and probably no one knew anything of it.

**Discussion Questions:—**

What do you think of "M"?

Would you do likewise under similar circumstances?

Why had "M" been truant?

Do you believe "M" considered truancy as dishonesty?

What does it cost to keep "M" in school for three days?

"M's" mother lost the money necessary for his three days schooling, has he returned that?

**CASE 14**

"N" is asked by his mother to go to the store for her, asking him to purchase several articles for her and giving him a dollar with which to pay for the purchases. This "N" does and on his way home discovers that the clerk had given him twenty cents too much change. He says nothing of this to his mother, but returns to her the correct amount and proceeds to enjoy his twenty cents with candy and ice cream.

## Discussion Questions:—

When should "N" have counted his change?

What should he have done with the twenty cents?

Is this dishonesty?

What would have been the result had "N" been shortchanged?

Does it make any difference if it is a large store or a pop-corn man that long-changes you?

## CASE 15

"O" has been in several fights, none of which have been on the school grounds, but all of which have been on the way home from school and in the immediate neighborhood of the building. These fights have collected from twenty-five to fifty pupils as onlookers, and have disturbed the people living nearby, who have asked to have them stopped.

## Discussion Questions—

Do you think "O" is properly representing the school?

Do you consider it fair to the neighbors?

By whom will the neighbors judge the school?

Is it justifiable to fight?

What use may be made of our gym?

How may these arguments be settled to better advantage than by fighting in the alleys?

## CASE 16

"P" is in a shop class and has been working very busily on his model. He happens to glance at another bench and notices that his neighbor has carelessly left his knife on his bench while interviewing the teacher. Later he notices another boy place the knife in his pocket. His neighbor returns, misses the knife and reports his loss to the teacher. Inquiry is made, but "P" remains silent and does nothing to help his neighbor regain his knife.

## Discussion Questions—

Is "P" doing right by keeping silent?

Would you consider it "tattling" if "P" made known his suspicions?

Why is it safer not to leave articles around?

What is "P's" duty in this case?

## CASE 17

As "Q" is on his way to and from school, he has developed a habit of cutting across the lawns in the neighborhood of the school. He is seldom alone, but is accompanied by several friends. The property owners, wishing to protect their lawns, build a low wire fence along the walk. "Q" notices this fence and kicks it as he passes, pulling the fence down. He has been asked by the property owner to remain on the walk, but has replied very rudely, and has made no attempt to obey.

## Discussion Questions—

What would you do if you were the property owners?

What should be the conduct of "Q" on his way to and from school?

Would "Q" appreciate the same treatment of his yard and lawn?

What should be our attitude toward the neighbors' property?

## CASE 18

"R" is inclined to be forgetful. Very often he leaves home in the morning without his lunch or lunch money. He remembers it on the way to school and thinks he will do without his lunch that day. However, toward noon he begins to get hungry, and decides to see the adviser and borrow a dime. This he does, and the exact situation is repeated on three successive days. He constantly promises to return the money, but has never done so, until he is finally sent home for it.

## Discussion Questions—

Is it good for "R" to repeatedly go without lunch?

Should "R" have allowed the debt to amount to thirty cents?

In what cases should money be borrowed from the adviser?

Should money be borrowed from any other teacher?

When should the money be repaid?

